



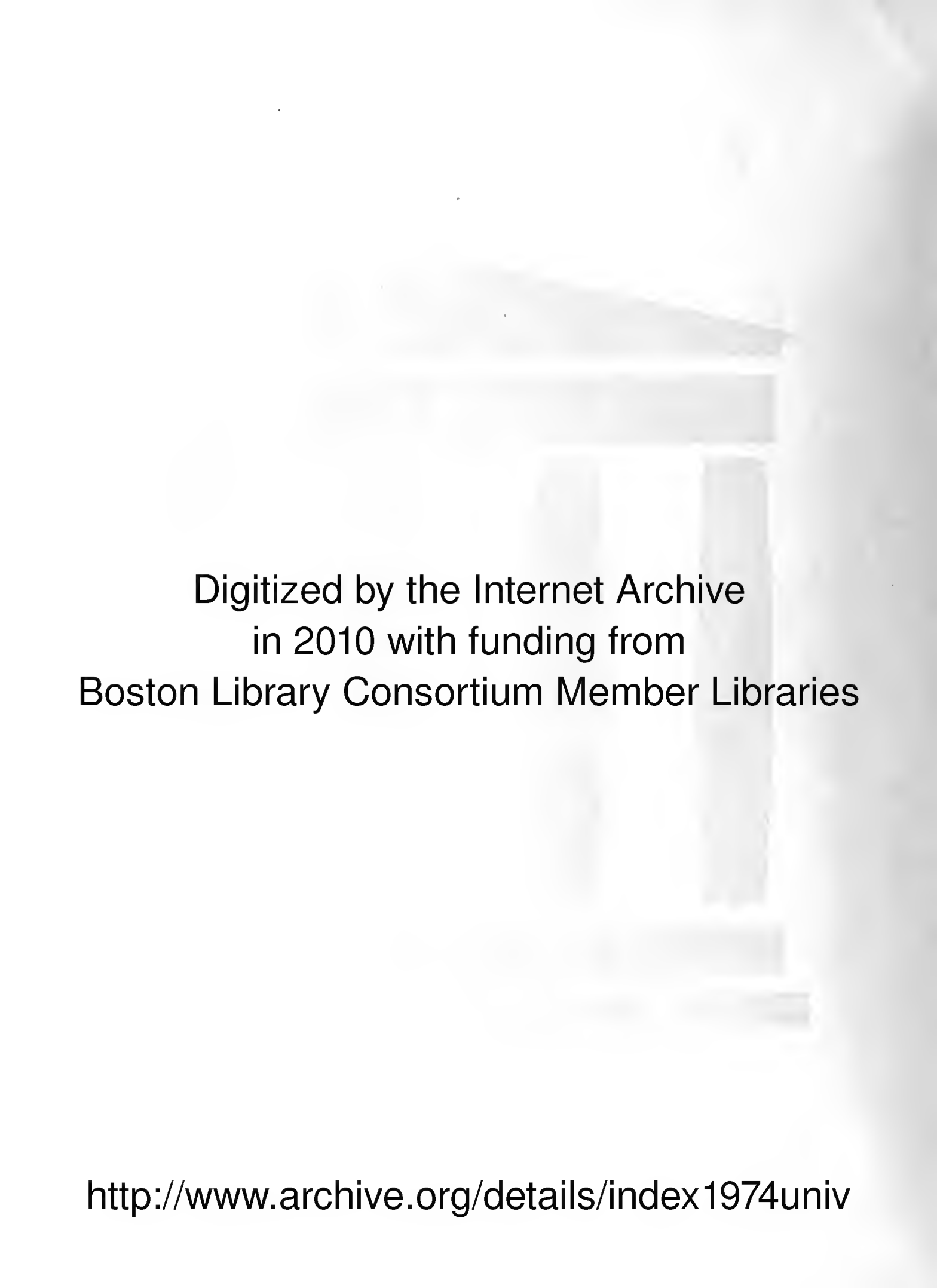




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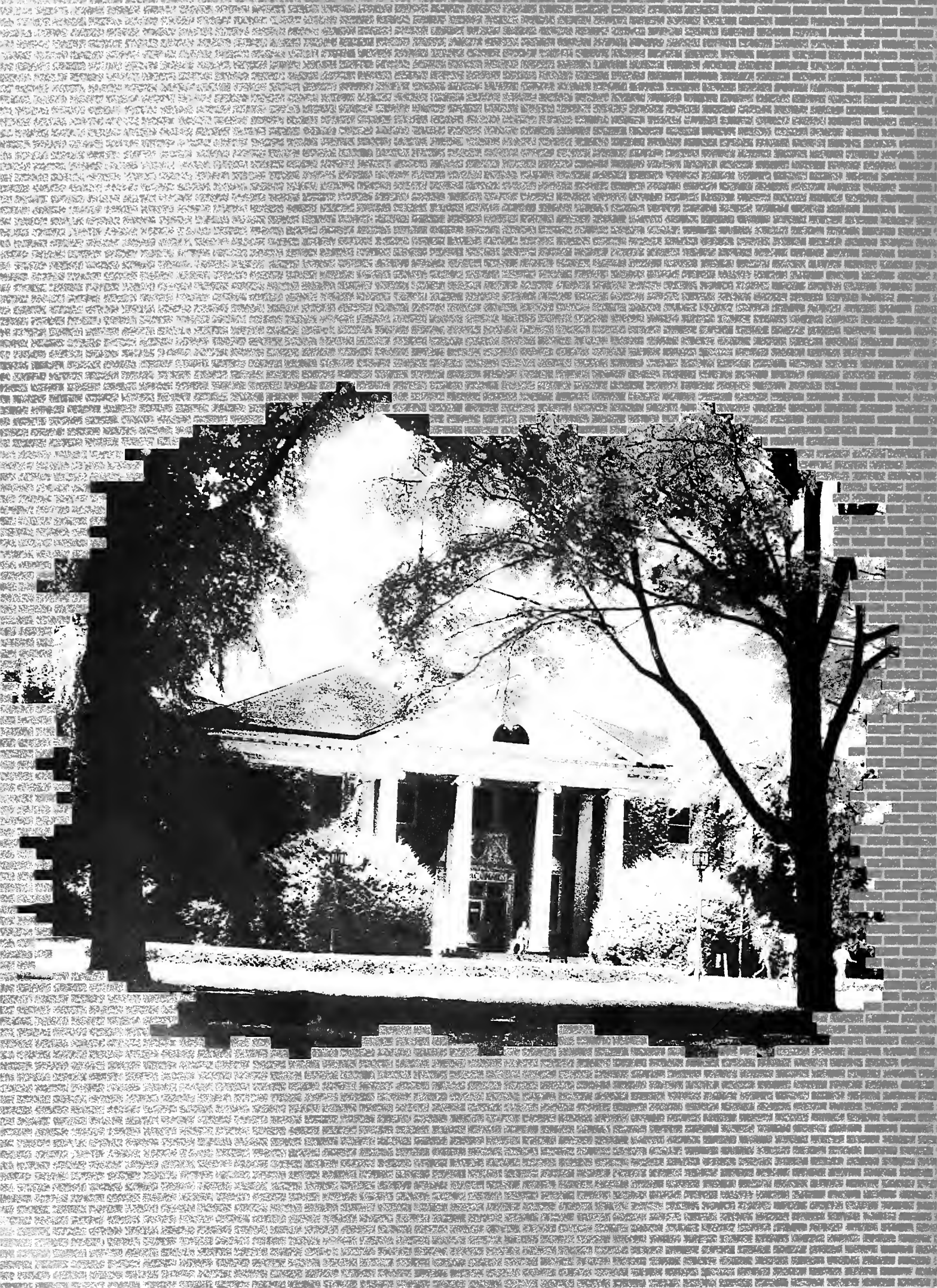


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UNITED STATES

OF

MASSACHUSETTS

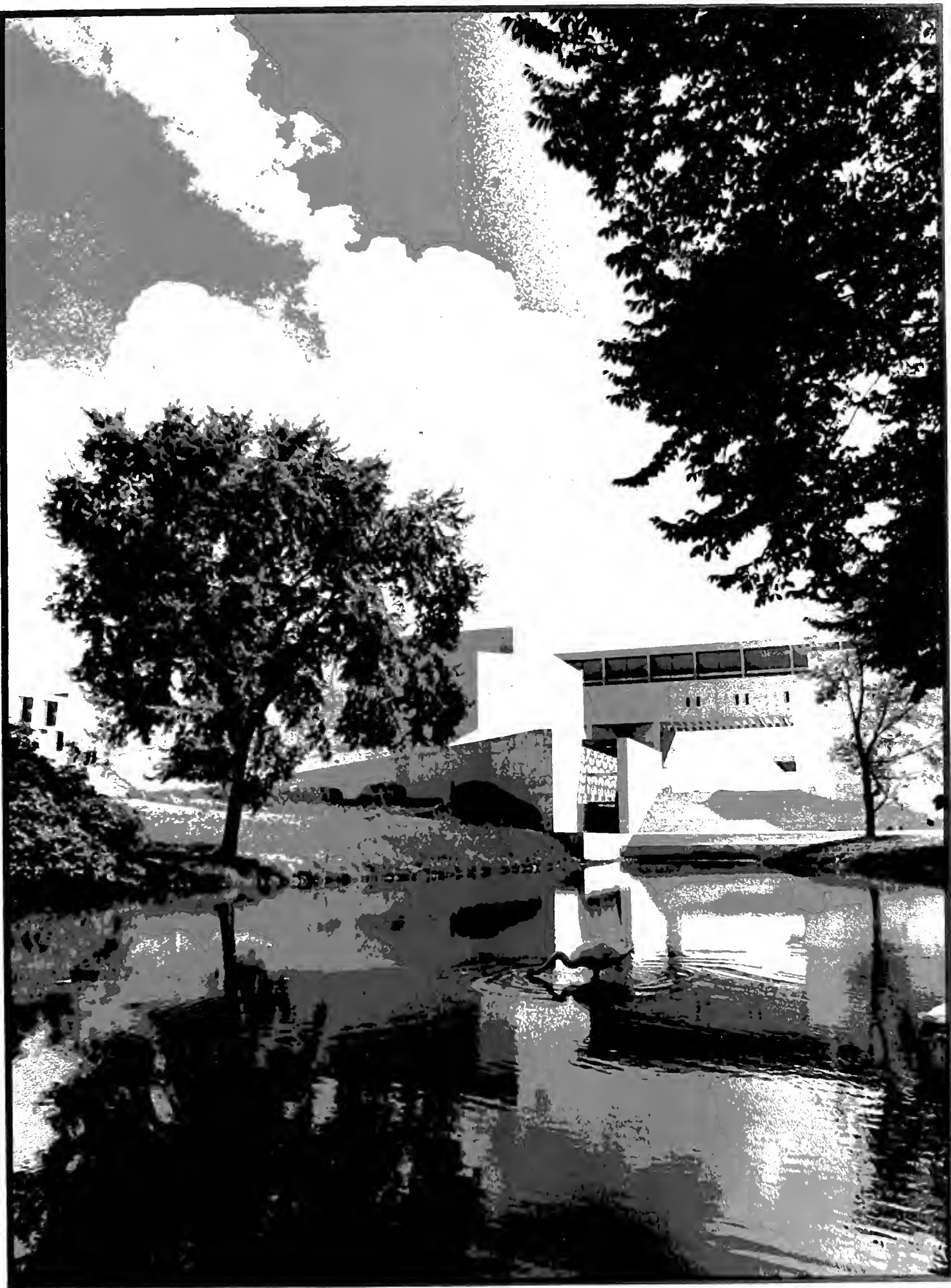


# INDEX

1974

VOL. 105







A signature of process color followed by a short but un-comprehensive history of Alma Mater. Pages 1-31

# INTRODUCTION



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# ACADEMICS



People, projects and Profiles. A look at that portion of our environment that is devoted to learning. Pages 32-87

# SOCIETY



**Student Government  
Graves New Blood**



Ah yes, interest groups. We couldn't survive without keeping our RSO affiliates happy so this section is by about and for them. Pages 120-159

# EXTRA-CURRICULAR



Forty-eight dynamic pages of photographs capsulizing the highlights of this year's varsity seasons. Pages 160-207

# ATHLETICS



A two sided view of the Class of 1974 with our congratulations. Pages 208-264

# SENIORS







A



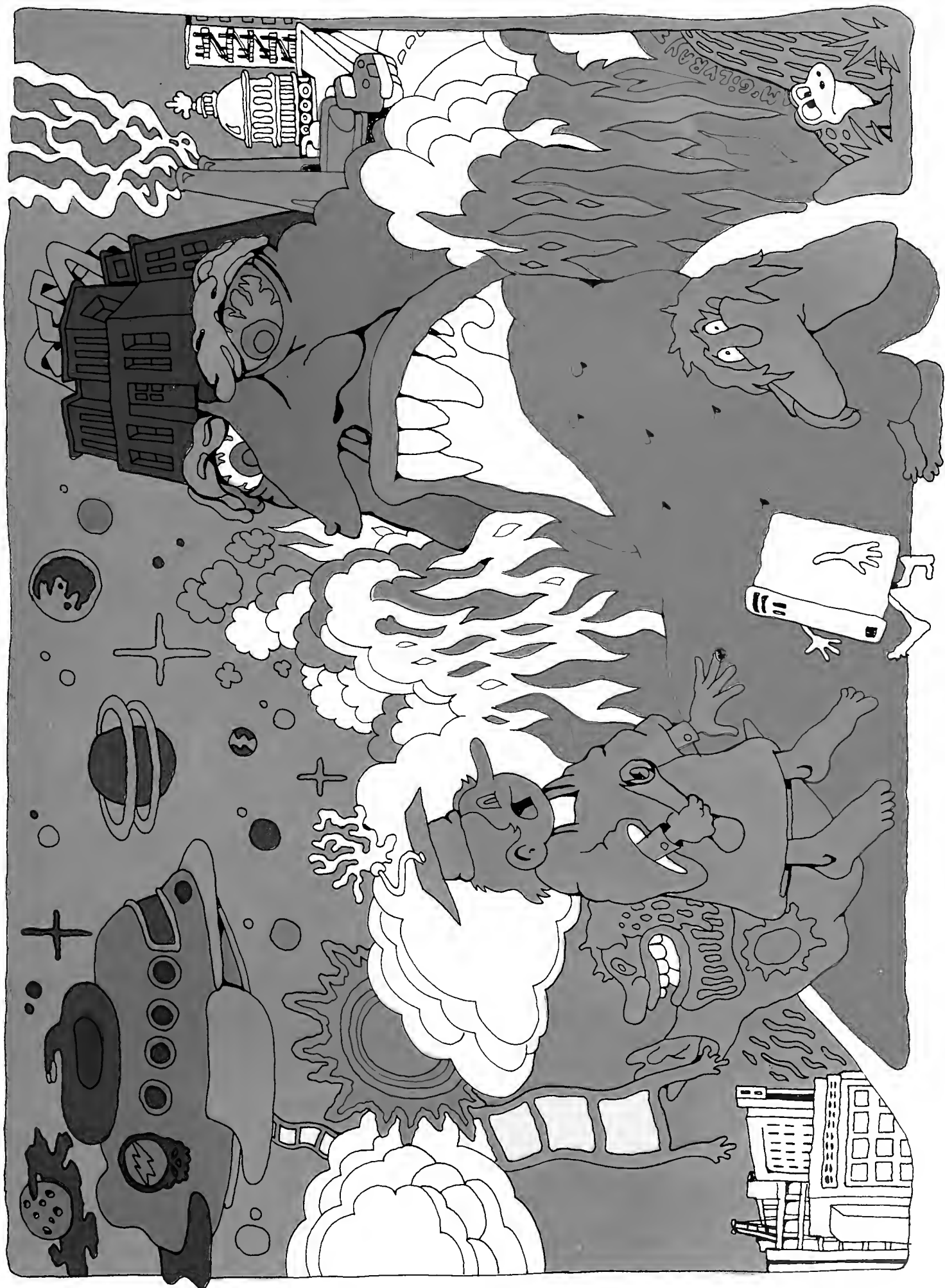












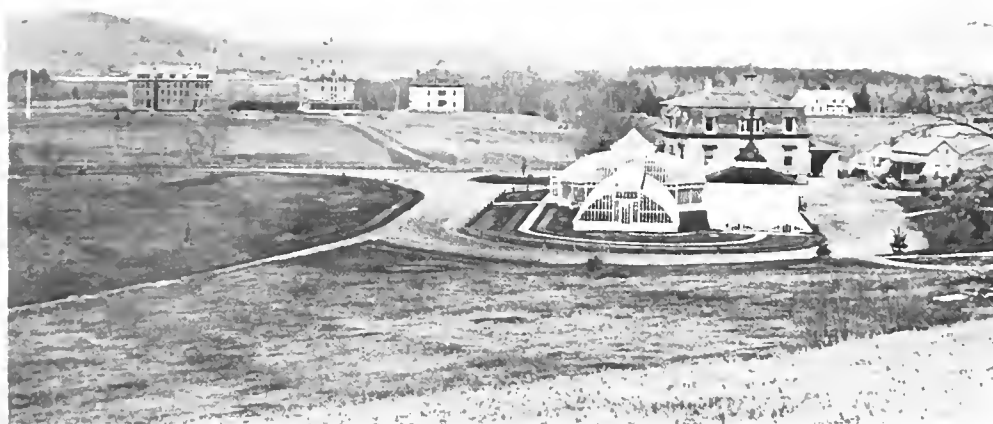




UNIVERSITY  
OF  
MASSACHUSETTS

1863 - 1974





The campus in 1863 with South College, North College and the Old Chem Lab in the background. Below is a sketch from a Gay Nineties Index, and another early campus pastoral.

In 1863, after nearly four decades of effort, Massachusetts was awarded an agricultural college by an act of Congress. Competing with Northampton, Lexington and Springfield, Amherst was chosen as the site in 1865. Finally in 1867 the first students were accepted. There were 47 in all who composed the pioneer class of '71. They paid their \$36 tuition and went to work under the supervision of Professor Levi Stockbridge on a campus with no pond and only four buildings (South College among them). There was no lack of skepticism over the experimental college's future, but by 1876 it had earned international repute for successful agricultural endeavors and President Clark was on his way to Japan to help them establish a similar institution.





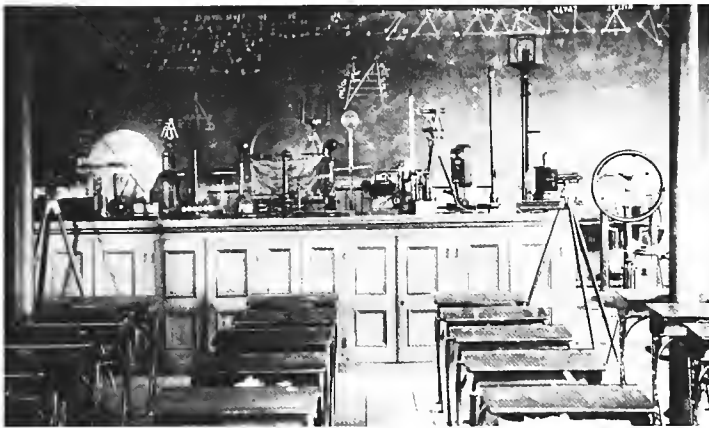
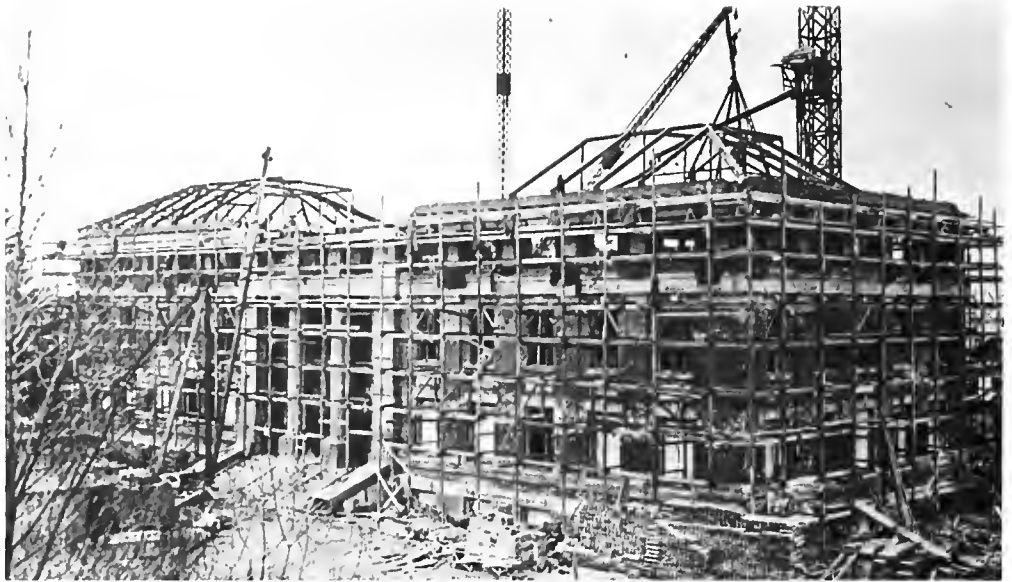
First graduating class of M.A.C. (1871) above.  
The Old Chem Lab burns to the ground on what  
is now Machmer Hall in 1914.

The passing years brought advancement and growth; the Chapel in the mid '80s, women in the '90s, and the Campus Pond around the turn of the century. But the most burning issue of our history began in 1881 about the time of the introduction of new and liberalized course matter. The students felt that the name Mass Agricultural College was to blame for its small enrollment and financial problems, so they demanded it be changed to Mass State College. This outcry continued with varying intensity for literally decades. As a matter of fact, the Class of '01 was forced to spend some of its lean treasury for the removal of the letters M.S.C. from some unidentified conspicuous space.

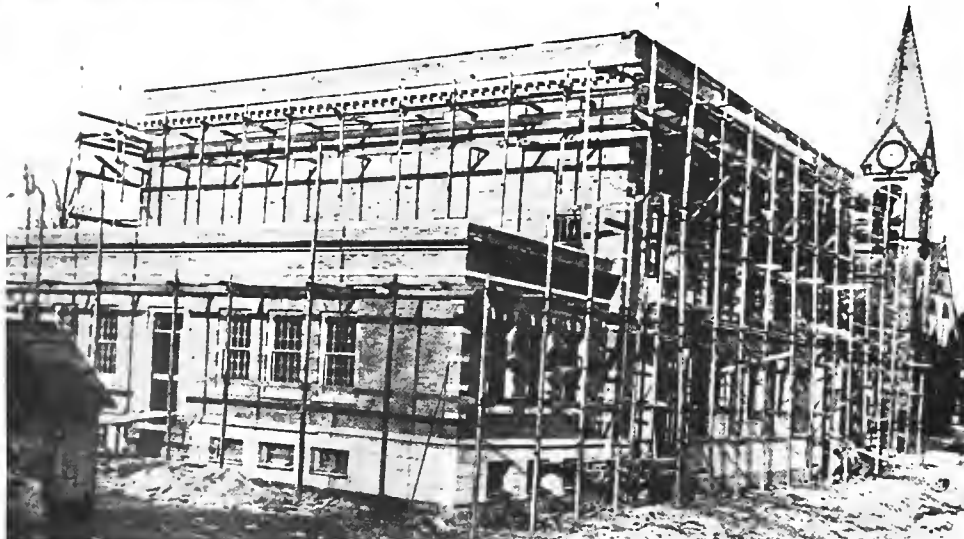
By the time the change was adopted in 1931, there was already a movement to change the name to The University of Massachusetts, but that didn't happen until 1947.





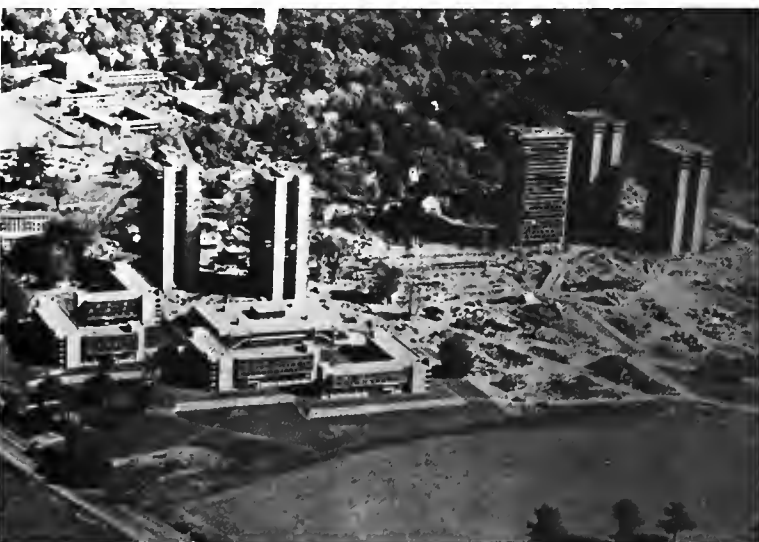
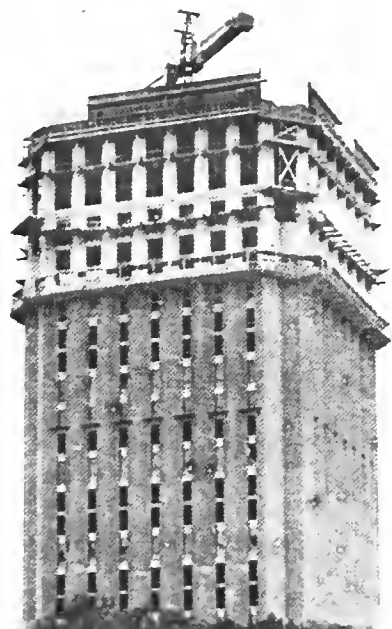


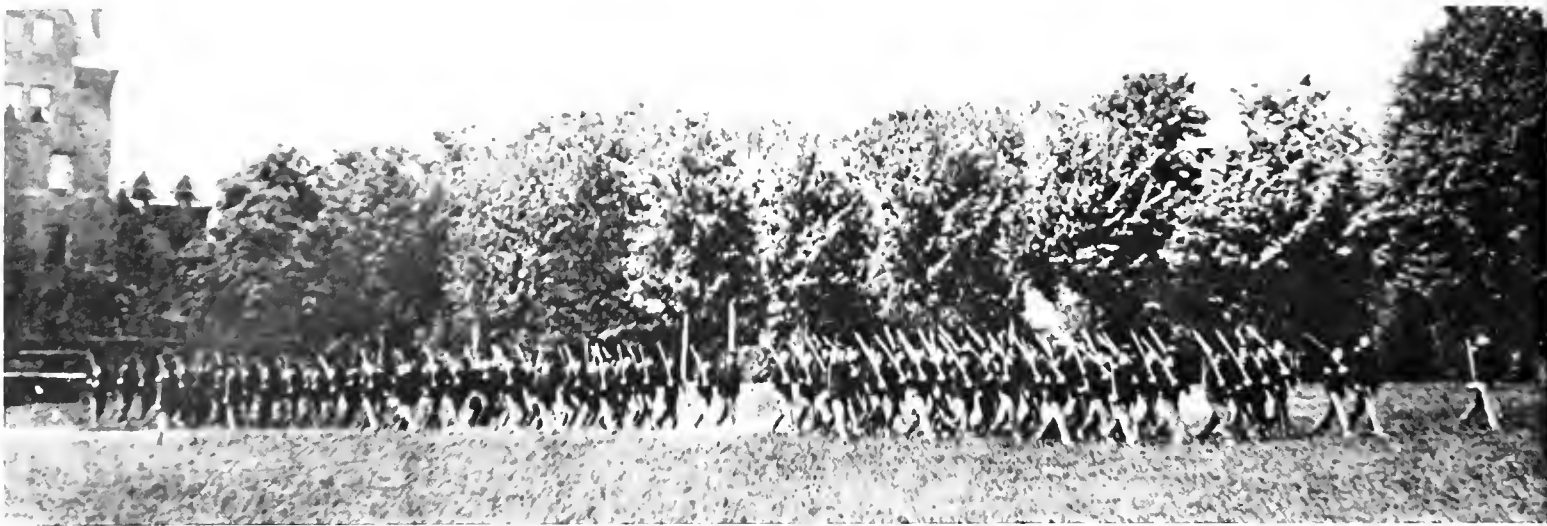
The College steadily grew from the insides out, with the construction of Stockbridge Hall in 1914 being one of its most ambitious undertakings. During world war I, 1304 students and faculty served courageously. It was to the fifty-one who gave their lives that Memorial Hall was constructed in 1921 with an obviously well attended dedication ceremony. During the thirties, despite the depression, the College continued to grow with added dormitories and improvement of the quaint but outdated classroom facilities.





An aerial view taken around the '30s shows that the campus had no lack of open space that seems all to confined to the Pond area these days. After the second world war an addition to Mem Hall was planned and Ike himself came to see the sketches but, mysteriously, it was never built. Then the campus began to take on its more modern shape with the construction of the Student Union in '57, our city within a city called Southwest in '66 and the Campus Center in '69 which has centered controversy over its worth to the students who pay for it. The construction of the world's tallest library is well within the memory of upperclassmen, pictured in 1970.



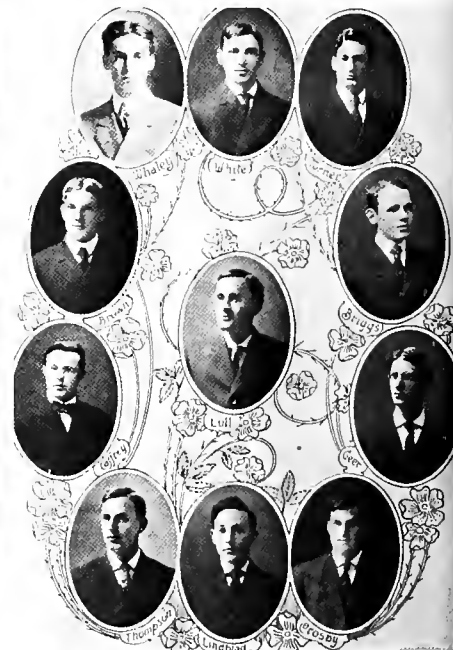


By the first commencement of 1871 there were already many established groups at the Aggie, including several fraternities, two of which had been founded here, a debating society, a glee club and an orchestra. The first student publication, The INDEX, was published that year and has been every year since. AGGIE LIFE, a weekly newspaper, began publication in the '80s, changed its name to COLLEGE SIGNAL in 1901 amidst student agitation for the removal of the word Aggie from everything, and eventually became our constant companion the COLLEGIAN in 1914.

# THE MASSACHUSETTS COLLEGIAN

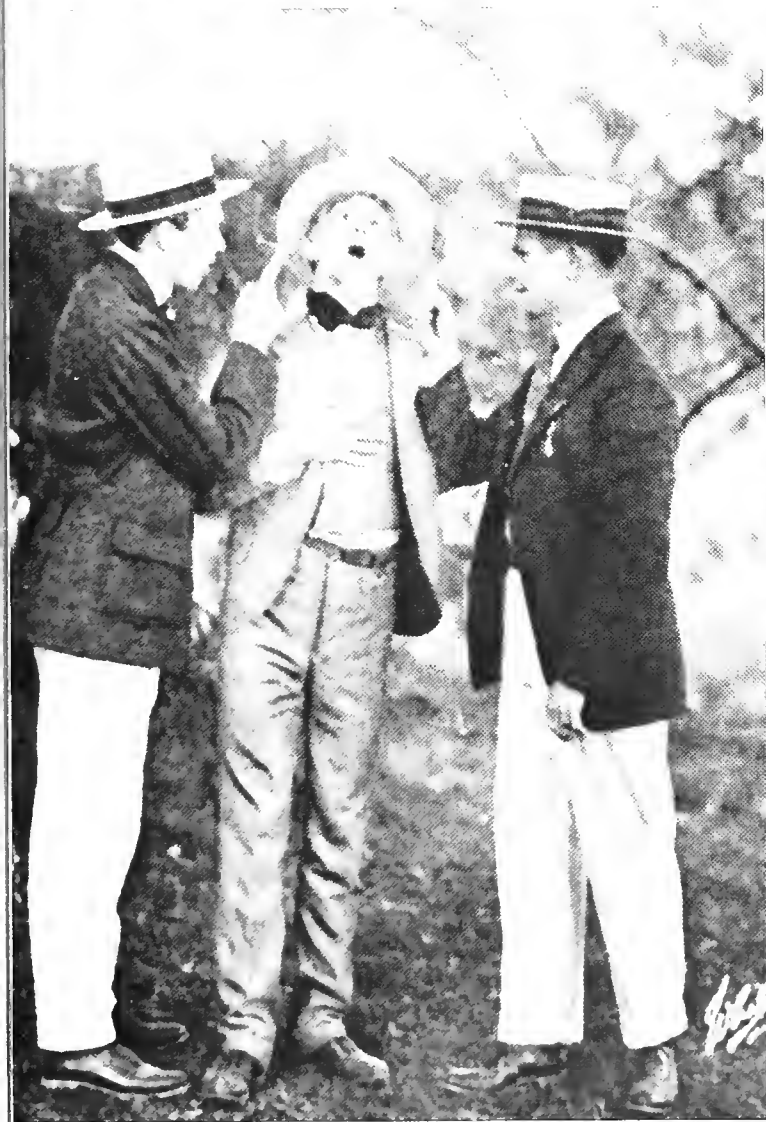
MASSACHUSETTS AGRICULTURAL COLLEGE

THE COLLEGIAN is published weekly, except on holidays, by the students of the Massachusetts Agricultural College. It is the only student publication of the college. The first issue was published in 1871. The paper has since that time been a constant companion to the students of the college. It has been a source of information and amusement to the students, and has been a means of keeping the students in touch with the college. The paper has been a source of pride to the students, and has been a means of keeping the students in touch with the college. The paper has been a source of pride to the students, and has been a means of keeping the students in touch with the college.





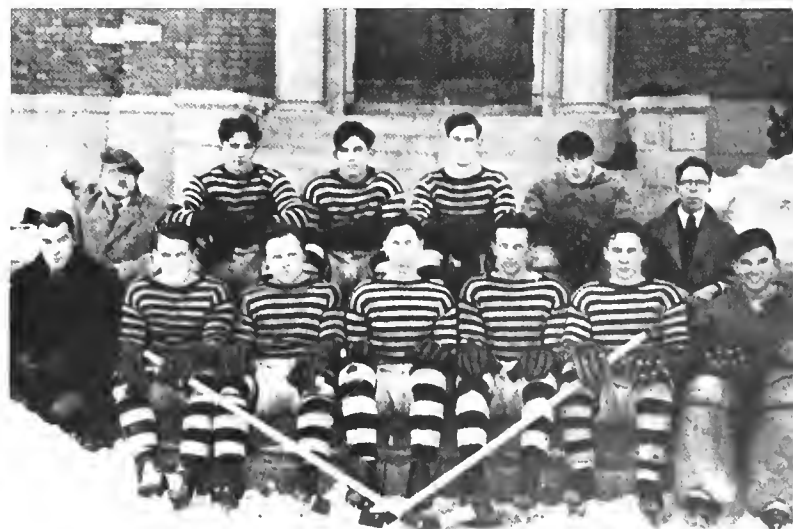
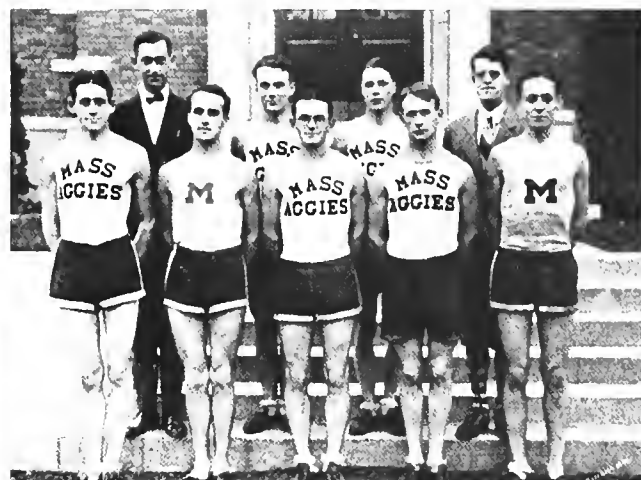
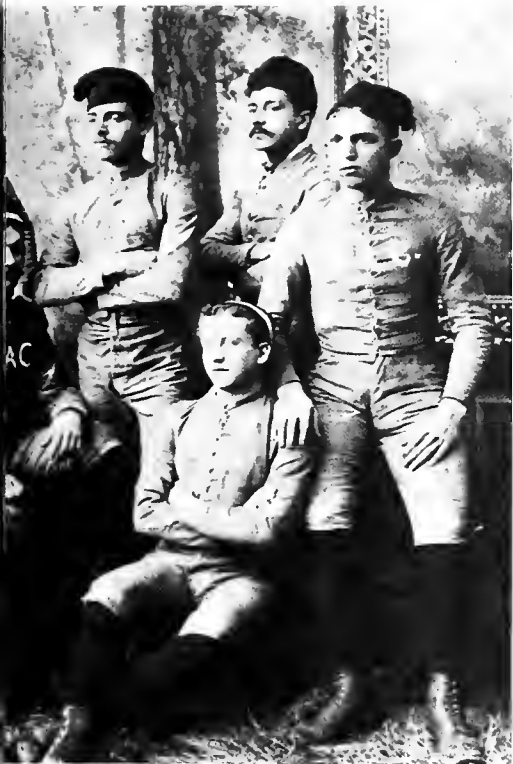
CLOCKWISE: The Banjo and Glee Club; An  
ensignia for Fraternities; The Marching Band,  
and the Roister Doisters all early 1900's.







And of course, sports. Traditionally football has been the most popular sport here, but in the early days there were only two men who had even heard of the game before arriving at the Aggie. It was these very two men who organized the first team in 1878. Baseball found a place on campus in 1868 but the Umie forefathers played without so much as a glove until 1877 and there was more than one of them that had scars to prove it. Basketball came to us firsthand being introduced in 1898 by a Springfield College team from where the sport sprang.



Both the proudest and most amazing victory in the one hundred and six year history of athletic competition came just days after the first commencement in 1871. One warm July evening on the Connecticut River near Springfield, the Massachusetts Agricultural College rowing team defeated the Harvard and Brown crews at their own game. On top of all that, they were adjudged to have broken the world's record in the victory. It was a long time ago, but it still means something.







The more social of pastimes have been taking up valuable study time ever since we planted our first grape. The traditional rope pull between classes was a favorite at the turn of the 20th century and was still popular in the '50s. The pond also played an intergal part in numerous initiaions of all sorts. Homecoming was a big thing of the '50s and still is today but they had football rallies like you just don't see around here anymore.

Formal balls are another part of life that has left us for now and the malt shop atmosphere of the Campus Store has been replaced by the crowds in the Hatch. Those days are gone but no doubt someday this years favorite social activity will be remembered for some years to come.







1910's



1930's



1950's



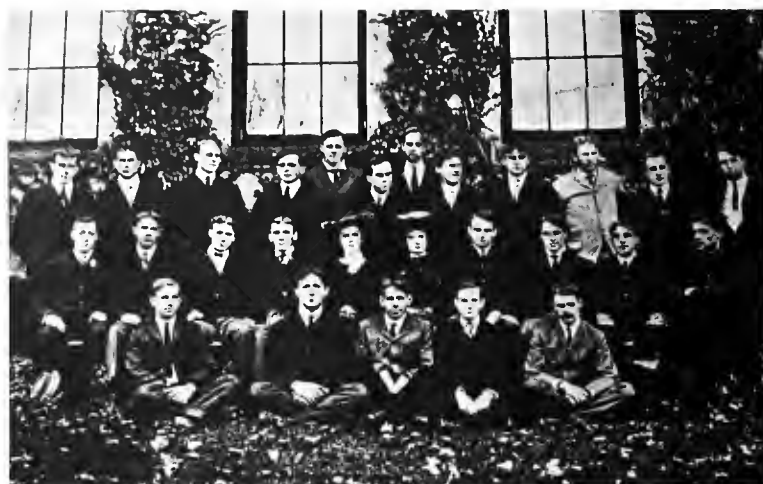
1900's



1920's



1940's



Above: an early 20th Century class with female representation. Right: The Women's Student Government Association in 1931.

Over the years, more than just the facade and style of the school have changed: the people have changed. One gender in particular, the female, has evolved from non-participation to the point of relative equality today. Women were not present at the birth of the college and weren't recognized as possible members of this academic community until 1894 when the President was first given authority to establish courses for co-eds by an act of Congress. The end of the First World War brought an increase in women's enrollment which brought along increased recognition. We can get an insight to their role at that time by looking at a piece in the '31 Index reviewing the Women's Government Association.





*"This body was organized in 1919 under the name Women's Student Council for the purpose of controlling all affairs pertaining to the conduct of women students. The Council was formed when the Senate found itself incapable of legislating wisely for the co-eds, although the truth of the matter is that the co-eds discovered it first. Not only was the Senate unable to legislate for the women students, but it was also unable to punish women for infractions of the rules as their sole method of enforcing laws was through pond parties and the co-eds objected to a public bath."*

It was in the years following WWII that women turned their recognition into equality with an integration of ladies from the Women's S.G.A. into the previously all male Senate.



# THE CULTIVATION

Swerving down the mountainside, the bed gains momentum with the sweep of the curves as it coasts toward the university. The bed is the vehicle; the student its operator. An intimate gravitational force draws the student inward. On four tiny wheels he lemmingly glides into the green. The potent color assaults his eyes, but nothing will prevent him from reaching the place of education.

Passing through farm lands, villages, tobacco fields and hills, the student delights in the solidarity around him. The typical New England countryside pervades the senses. New England smells so typical that one could almost inhale it. The bed picks up speed as the foothills force it to the center of the Valley, to the university and education.

The student has journeyed through the Murkwood Forest. He's gone through the land of Gandolph. Tapped maple trees and pastoral quietness. The bed is winding in and among the beauty.

Descending, the bed leaves the titillating freshness and is greeted by a mirage of sorts. There is an exaggeratedly tall monument in the distance.

A lofty formica plaque now stands where the university once was. There is a level grassy plain beyond the plastic monolith. The place where the university was appears to be ready for a hay harvest. This serene sight of fertility, however, is nearly obliterated by the formica.

The plaque is lavish and large, colored glossy black and plastic white marble. The student glances up uncertainly at the epitaph looming over him. He muses that it looks like a World War II veteran's memorial; he'd even have to ascend steps in order to read the wording. There are small American flags planted by its flanks.

The student grins, salutes, and mounts the cardboard steps. He parks his bed adjacent to the formica slab. Reading an inscription, the student shrugs then smiles again.

"The university.  
Place of higher education and fun.  
The zone from which all good things come."

Yes, the student reminisces. It is now the year  $n$ . The university in this year did  $x$  to avert becoming  $y$  so that the co-tangent of  $b^2$  would never realize itself. Competition and the survival of the fittest is the formula by which all will be solved.

He knows about the formica plaque. The student knows that there is a grassy ground where the university once was. He has memorized the wording; he can recite the familiar refrain. The student also knows that his birth coincided with the erection of the monolith, after the destruction, after the competition and after the carnage of the university.

With the murmurings of Robert Goulet music in his heart, the student reads the familiar words. "In the past, persons of every rancor and from every crevice in the earth attended the university because it was inculcated in them that high-

er education led to the making of more money, more success, and by coincidence perhaps, the betterment of society.

"These people of the past who attended the university were of all varieties; tall, short, fat, from different income groups, with different intellectual capacities. Living at the university were people who turned on and people who turned off to the people who turned on. People became frightened and brutalized by those around them. The masses and the turning on and the growth and the technology forced the people to attack one another. Everyone tried to badger his neighbor as much as he could in every way that he could. Some of the people turned inward, but most of the species lashed at their own.

"This transition and adaptation occurred when the university first came into its own renown. Its structural growth was superseded only by ferocious competition. The womb had burst and in-fighting among the people spread like the common cold.

"The rapid and luminous development created a very short pause so that an evaluation could be made. Then, people didn't think the technology would stop there. In their hearts, they feared the bricks and mortar which had blighted their valley. The social, environmental, educational and administrative problems were overwhelming."

The student digests the sagacious formica words. He will be able to tell his grandchildren about the university. Since the coming of the formica plaque so much has happened.

The university library long ago went down in architectural history as the least conducive to study and the ugliest. Concrete and bricks which formed the facade decayed at an early age. The refuse sank into the ground beneath. The only artifact remaining from the construction is the elevator system which is stored in the university archives.

The Campus Center eventually filled with rainfall and floated to Hadley where it is presently being used as a recreation area and meeting place for the Valley's Polish American Club.

Dormitories on the hill slid into campus and sank. The same fate befell SouthWest. Much of their preserved remains has been found in the mire. The writing on the walls tells of the torment which students underwent while living in the cubicles. The graffiti also tells of their pleasures.

There are no remains of the dining commons. In the militant 1990's they were blown off the face of the earth. The tax people have indicated that decades of churning stomachs due to tasteless food caused students to sabotage the garbage disposal system. The subsequent stench forced administrators to employ the national guard who obliterated the structures.

The student ponders the fate of the university. Lounging in his bed he laughs at the grassy plain meeting his sight. The destruction of the university was a joke just as its inception was. Its purpose was "to provide the student with a broad understanding of our historical heritage and to equip him



with the knowledge and skills necessary to meet the challenge of our changing times."

He wheels just beyond the formica gravestone. He has entered the confines of the university. Narrowing his eyes and looking into the abundant verdant, the student rolls forward with trepidation.

Seemingly mesmerized, the student goes forward. He wheels along in his bed. The peripheral mesh of the university could be best compared to the web of the black widow. A glowing goodness and fluorescence can be sensed in the distance. Stethily creeping upon the edge of the encasement, the student becomes hypnotized by what he imagines will be awaiting him at the center. He wants the pulsating sensual pot of gold.

Getting closer to the center of what had been the university a golden glow lights up the sky for miles. A utopian aura entices the student. The scents of azaelias, begonias and lilacs fill the air. The music of muses fill the ear. Fruit trees suddenly abound. Even the tangerine trees are blazing fluorescent orange and goodness.

The goodness pervades the senses; one can taste it, feel it and enter it. It surrounds the prey, swallowing it whole. Ah, the year n, where all is goodness. A vacuumous goodness which can contain only the student.

The fruits and smells are tempting. Goodness is overwhelming him, hanging above him like a cloud. He abandons his bed; the comfort and security of the bed can only impede his quest for whatever it is that's out there. Travelling in the protection and shelter has been cast aside without overt hesitation.

The student walks as a somnambulist. Fruits, music, then laughter. He begins skipping and hopping, running toward the source. Being alone is too confining, he craves the presence of others. Laughter. Children's laughter. Running and crying, joyfully buzzing toward the sound of children, the student flies.

He continues. The place is out there. He can hear it. Giggling and running, he sights a white picket fence which runs alongside his path. The fence is low and covered with flowers of every species. With a bound, the student clears the fence and breathlessly springs, leaping in the direction of the laughter.

The sight is pastel. The fence is soothingly beautiful, as it encloses the children. There is the world's largest ferris wheel, all the cotton candy is magenta. The flowers make the enclosure clean and perfect. The carnations smell so delicious, the student tastes their beauty and fills his stomach.

Playing and laughing, the children include the student in the games. They romp in the yard and eat in the garden. King of the mountain is one of the favorite games. The loser always falls in the gladiolas.

Bright smiling faces, freckles and fun. The student glories in the goodness. It seeps through his skin. Yes, this is the utopia. What more could life offer?

Through so much good weather the student plays. Good weather can be the only control by which one judges time because one second could be one hour of happiness, one minute could be a day. Degree and length of perfection is the

most difficult essence to determine. The student is happy, supremely happy, in this amusing fantasyland.

He is smiling inside. Then, it began fading. The smile began straightening itself out. This is the place where the university once was, and the student finds he is not learning. He is playing and interacting with mere children. His search for education abruptly ends.

The student runs away, exiling himself from the happiness of the utopia. He feels that perfection is not a desirable end. Again springing into the air over the flower-laden picket fence, the student enters the world of the grassy plain.

Wandering among the towering weeds, the tall grass, the student is aimless. The plain smells of rainwater, feels like smooth skin and sounds like a rushing stream. For aeons of miles the grass surrounds him. The goodness engulfs him.

Then, passing several gravestones that reek with history, looking at some abandoned glass houses, the student becomes overburdened with nostalgia. He lies down in a bed of straw. He dreams of the children and derides their utopian happiness. He laughs, then the sound of his own voice awakens him.

The student sees a rectangular hall surrounding him with mirror-bedecked ceiling, floor and walls. The student is dressed in white; shirt, shoes, hat, even his complexion is pale. He sees himself a million times multiplied. The mirrors have the student engrossed in himself. He loves to look at himself.

He slowly undresses and looks at his body. He examines every inch then dresses again. He is completely satisfied with his image.

The student touches and caresses himself, the mirrors, his body. Timelessness penetrates the nothingness. He scrutinizes himself for years perhaps. He looks at his body, his clothing, his reflection.

One very contemplative day the student paces down the long rectangular room for the millionth time, but everything has turned inside out. The enclosure has become busy and noisy. There are black people filling the space. The mirrors. The student's attire is black.

The people are talking among one another. Some are talking, scowling, nodding in little groups. The student is first concerned with the color. With his color. Is he black? He asks those people around him; they don't respond.

The student's clothing is black and there are no mirrors. Tormenting him are the black people who ignore him, who don't respond, who won't speak. Is he black?

He merely came out in search of education. The student was curious about the university and its destruction. Now he is unsure of everything.

He has rejected the children, Became engrossed then horrified in himself. Is this what education does? The student laughs at the university with its buildings and mortar, but laughs at everything in the conclusion.

Waking, he finds himself on the grassy plain, alongside his bed. He climbs in, gears to auto-pilot and goes to the hills from where he'd come.

Cindy Gonet





# ACADEMIES



PEOPLE  
PROJECTS  
AND  
PROFILES





Dr. Doric Alviani came to Massachusetts State College in 1938 and by 1939 already had been chosen for an Index dedication. When Dr. Alviani came to this school as the director of the music organization, there was no Music department; whatever few music courses were available to the students were found under the English department heading. Music was not a major here and there were very few courses offered. Dr. Alviani put his whole effort in developing a music program for this school. The music courses for non-majors became very popular and blossomed fast. The enthusiasm and participation of the students climbed high the first year

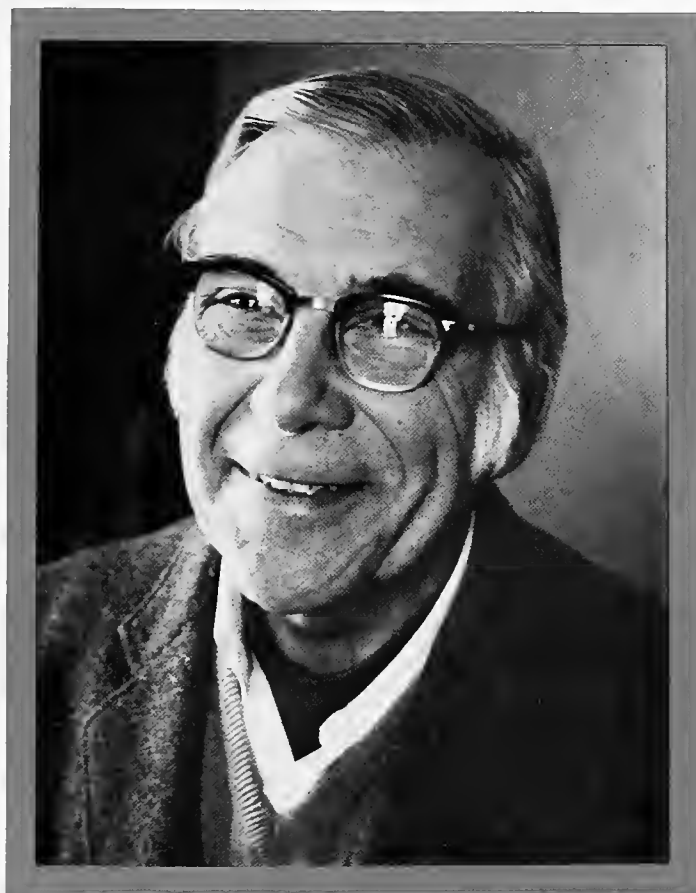
he was here. Dr. Alviani started concert tours for his performers and began the concert committee. The students honored Dr. Doric Alviani in 1939 for all the work he put into the school in only one year.

After graduating from high school, Dr. Alviani went to the New England Conservatory and earned his diploma. For a while after the Conservatory, he became a professional singer, conductor, and instrumentalist. Doric Alviani went back to school and studied for his professional music degree. He got his Master's degree from UMass in Education. Dr. Alviani obtained his Doctorate Degree from Union Theological Seminary in

New York. Dr. Alviani began teaching in the Amherst public school system in 1937. The next year he came to the State College.

During the 1950's attention was turned to build up the music organization at the university. The students were very interested in this idea and did much to help. The students ran many projects to raise money, wrote their own releases, wrote music for the project and some of them became conductors of the student-written music. Their efforts were not in vain, for during the same time, a music department was initiated. The new Music department had a few part-time men and

Left: A copy of Dr. Doric Alviani's dedication in the 1939 *Index*. Below: Dr. Alviani in 1974.



no building, but for those who worked so hard, including Dr. Alviani, it had become a reality. With more support from the students and the university, the music department was able to increase concerts, not only in the area, but in other parts of the country and Europe. The students were able to raise the money themselves, not asking the university for any assistance. The musical-comedy theatre played an important role when Dr. Alviani became the first head of the Music department. The University of Massachusetts became the first college to bring Broadway Shows to campus for pre-New York performances. A couple of

examples of what was brought to campus are *Brigadoon* and *South Pacific*.

Dr. Alviani increased the opportunities for a student of Music during the sixties. Students of music were allowed a type of work-study program, where the student would attend some classes and do some work in the New York or Connecticut theatre, or in the Hartford Symphony. Also, this same time period brought the finalization of the Fine Arts plans. Dr. Alviani projected that the department would definitely need an increase in faculty to accommodate the large growth of student interest in music, not only as

a major, but also for those interested in non-major courses, such as music appreciation, choirs, band and orchestra. Dr. Alviani wanted to see a more varied musical course choice, and for the department to offer Continuing Education in Music.

When Dr. Doric Alviani stepped down as department head, all his plans had been reached. Dr. Alviani now has more time to devote to his performances. For the American Bicentennial, he is doing research on music and plays of the eighteenth and nineteenth centuries for special programs in and around the university. He is also investigating church organ music in nineteenth century America.

Dr. Alviani feels that "Music is much more important than the performance itself; it is a means to an end. Music is more than making noises, there must be emotions involved."



**HOWARD BROGAN**

Professor Howard O. Brogan is known for more than being a former head of the English Department and now English professor; he was the chairman of the committee to bring the union to campus for the professors. Six years ago a former student of Dr. Brogan's in Ohio set up a Higher Educational Association of the National Educational Association. Professor Brogan observed his former student's actions and believed it to be something that this campus needed. Two years ago, he proposed that the American Association of the Unionization of Professors have a local chapter brought to cam-

pus. The suggestion was not taken very seriously, but they did decide to try collective bargaining. The committee for the collective bargaining elected officers for the Massachusetts Society of Professors, a chapter of the Massachusetts Teachers Association. At the same time the AAUP was brought to campus, having about two hundred members. The MSP had slightly less in its organization.

Last fall the members of the committee went around campus in finding support of the two groups. The AAUP was found to have less than thirty percent of the campus profes-

sors' approval, so the AAUP merged with the MSP to solidify the push for the union being brought to campus. The AAUP-MSP elected Howard Brogan to head this important committee. About one year ago the committee started to negotiate with the administration on setting a date of the elections of whether the union should be allowed on campus and the guidelines on how the campaign should be run.

The vote was taken in the fall of 1973 and the decision was made at this time that fifty-eight percent of the professors did not want the union, meaning that the AAUP-MSP



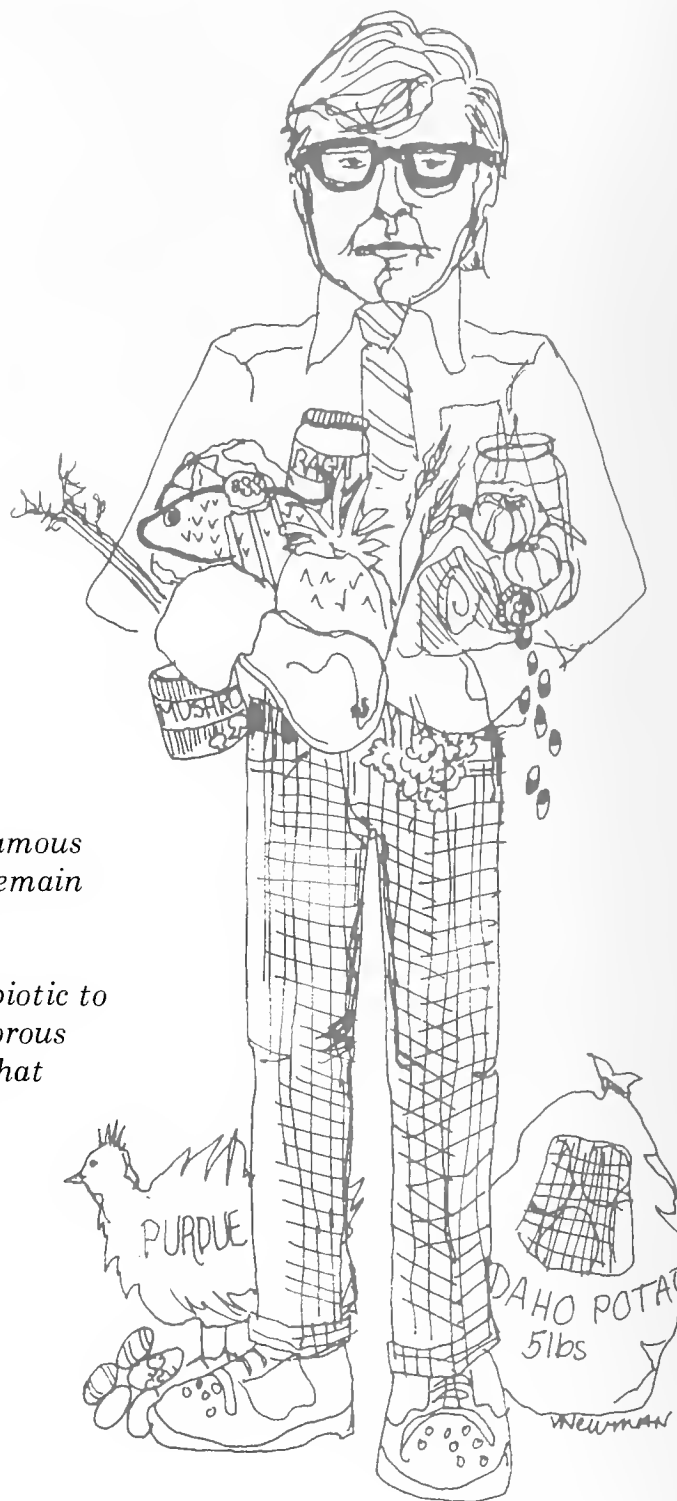
did receive forty-two percent of the votes. The tabulation of the voting was challenged by Dr. Brogan and different department heads and it was found that the counting of the votes was wrong, so that the AAUP-MSP actually had more votes than first believed, but it was not enough to change the outcome of the elections.

Professor Brogan fears a danger which could arise if the organization of higher education is changed. There is a bill presently in the State House to put different state schools in categories for a supposed more efficient system. The Secretary of Education,

Cronin, in Massachusetts would be given considerable control over tenure, and put the tenure question another step further away from the professors.

The AAUP-MSP is still active, having monthly meetings. Professor Brogan is hopeful for the next elections. He feels that there is a real interest in this community in bringing a union onto the campus. The officers of the committee are going to be replaced in the near future. Next fall the committee will again start negotiating with the administration for the next election which probably will be held next spring.

*Dr. Clydesdale's infamous course attempts to remain relevant to different dietic lifestyles on campus from macrobiotic to vegetarian to carnivorous and wants to prove that "technology isn't all bad".*



Dr. Fergus Clydesdale, one of the best known names on campus, wants to teach pertinent and pragmatic information to students, and with this wish has offered Food Science 101 every semester beginning with the spring semester of 1970. When he was counseling, Dr. Clydesdale realized that there was a need for a science course which does not "attempt to make scientists by the end of one semester". Believing in keeping core requirements to round out a student's knowledge, he feels Food Science 101 covers a need for students generally dissatisfied with science courses. Dr. Clydesdale's infamous course attempts to remain relevant to different dietic lifestyles on campus from macrobiotic to vegetarian to carnivorous and wants to prove that "technology isn't all bad". The students who take Struggle for Food are taught how to feed themselves, their families and are given a view of the world food situation. Thus, these Food Science scholars can build their dietic lifestyles with science instead of fads and crazes, making themselves and their future families healthier.

Dr. Clydesdale earned his BA in Liberal Arts and his MA in Food Chemistry at the University of Toronto, and received his PHD from the University of Massachusetts. He worked as a chemist in industry for awhile and then moved into medical research before becoming a teacher. In 1967 he came to the University as an educator and by 1972 he had won

the Distinguished Teachers Award. In June of this year, Dr. Clydesdale has been invited to be a panelist for the United States Senate Committee on Food and Nutrition Education, something of which Dr. Clydesdale knows much about.

The general atmosphere of the class is very relaxed. Even though a syllabus is handed out, Dr. Clydesdale uses it only as a general outline, if the students are interested in a topic more time will be spent on it. Dr. Clydesdale feels that the students make the course. Students write questions concerning anything that pertains to food, vitamins, diets, etc. and sometimes a half to three-quarters of an hour will be spent discussing answers. Also, students bring in clippings from newspapers and magazines and ask Dr. Clydesdale to comment on them. By answering all questions he brings a rather large class down to a more personal level. Besides replying to questions, Dr. Clydesdale lectures to further increase the students' awareness of food. Food Science 101 does not require any laboratories or any reading in order to stimulate, not deter the students. A large percentage of the students do read about four books concerning food science during the semester. Another aspect of Food Science 101 to encourage learning is that grades are de-emphasized and those that attend classes normally perform well on tests.

Dr. Clydesdale feels, up to a cer-

tain point, that the larger the class the better, because more students could be enlightened in the ways of correct nutritional intake. The class is high in attendance percentage, running close to 90%. Dr. Clydesdale feels that if the time came when the course became almost empty, he would stop teaching the course because it would have ceased to be of interest and relevance to the students, but right now this is not the case.

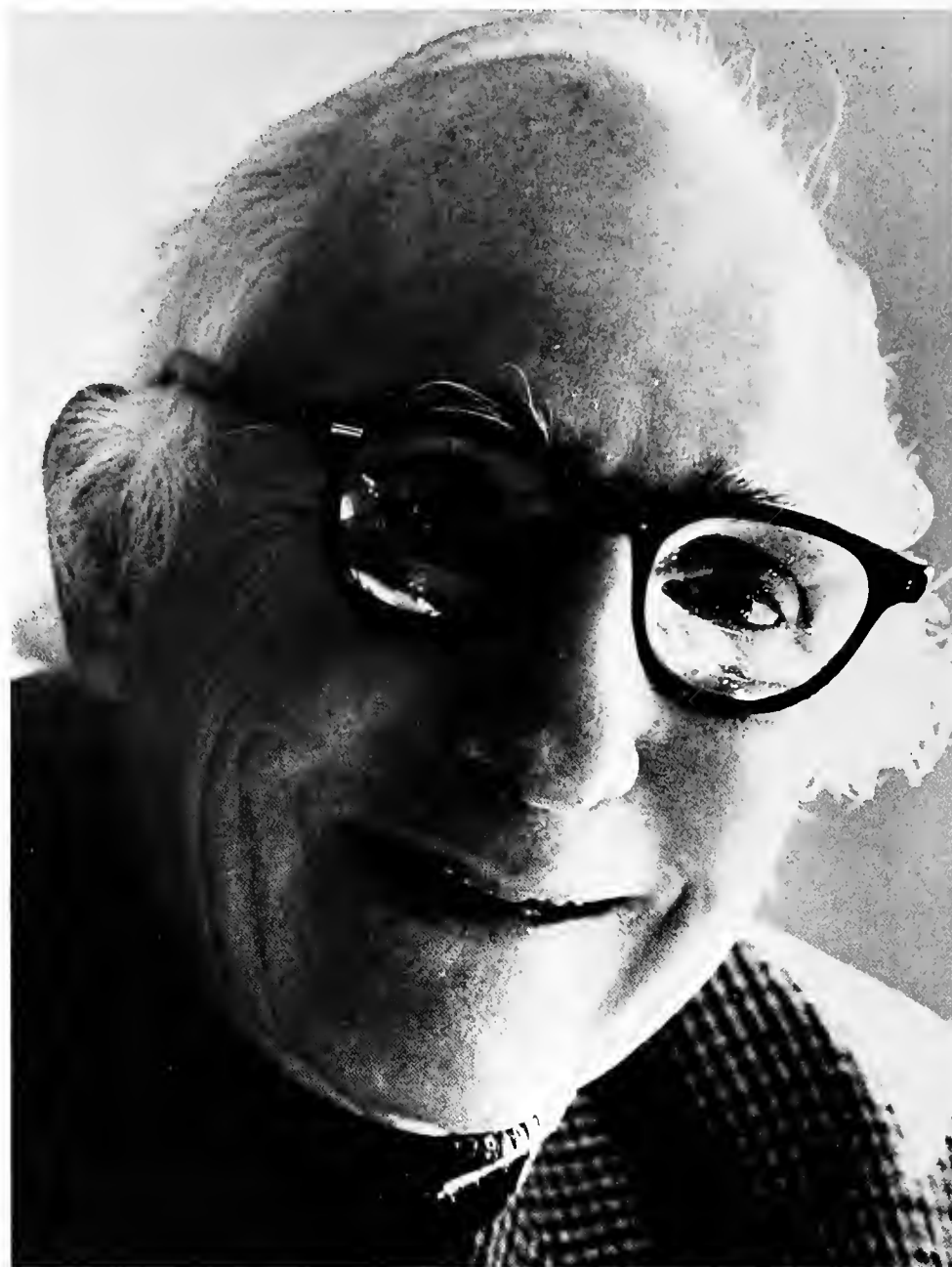
The Struggle for Food course was first offered in spring of 1970; 260 students took advantage of it. By fall of 1970 the enrollment increased to about 1100 students. This semester approximately 1350 are taking the course. Food Science 101 still has a priority for seniors and freshmen. Dr. Clydesdale has offered a new alternative for the student who is genuinely interested in Food Science and is not a science major. Two credits are given for this special evening session to the student that desires extra reading and discussion on the topic.

Struggle for Food appeals to most students. The student who is interested in satisfying a university core requirement, the student who is concerned with learning something about food and nutrition, or the student looking for a relevant non-back breaking science course, all fall under its program. The course attracting national attention because of its unique format has certainly captured and held the attention of the University of Massachusetts.



Dr. Arthur Musgrave, Professor of Journalistic Studies, came to this University a full professor in 1946 at a time in U Mass history when there were about 1200 students and the name of the school was Massachusetts State College. Part of Dr. Musgrave's responsibilities as "Professor of Journalism and Director of Information" was to handle legislative relations on changing the name of the school to the University of Massachusetts. President Baker felt that a name change would facilitate development of the school, increase support, and keep Massachusetts students from travelling elsewhere to attend college. So in 1947, due to Dr. Musgrave's efforts, Massachusetts State College became a thing of the past.

Dr. Musgrave strongly believed when he came here, as he does now, that the best background for a journalist is a liberal arts education with on-the-job experience referred to as a co-curricular tutorial program. This non-credit program would allow students of all majors to participate who felt they were interested in a writing career. *The Massachusetts Daily Collegian* takes students interested in journalism. Also several newspapers work in cooperation with the



University by using students in the program. The other program for prospective journalists is the Journalistic Studies academic program. The student that selects this tract becomes a double major; a student completes the requirements for one major and then takes five courses for a Journalistic Studies major.

Dr. Musgrave had been educated mostly in co-curricular type program. In 1926, at the age of sixteen, Arthur Musgrave entered John Hopkins University for a writing major. During his sophomore year a New

*Above: Dr. Arthur Musgrave as he appears today, the professor with the longest tenure on the Journalistic Studies faculty. Opposite: Dr. Musgrave taken in 1946 when he first came to Massachusetts State College a full professor.*

York advertising firm offered him a job, so he quit school and worked. Dr. Musgrave did go back to school and earned his BA and Masters degrees from Boston University. After his New York job, he obtained a position on the *Baltimore Sun* as a reporter



and feature writer.

Another move brought Dr. Musgrave to Austin, Texas as a managing editor. In 1939 he became the news editor and chief trainer of the *Houston Post*. During the forties, Musgrave received a Neiman Fellowship from Harvard. At this time, Mass. State College was looking for a scholar in Journalism and Arthur Musgrave was suggested to President Baker. Two of his former employers, the *Baltimore Sun* and the *Houston Post*, wanted him to return and offered him more money than the Uni-

versity. Dr. Musgrave took a \$2000 cut in salary and decided to try a life of academics for one year. He has been here ever since, except for sabbaticals. Dr. Musgrave worked to change the name, plus handled his classes and was the tutor for the co-curricular program.

In the 60's Al Oickle, and Sid McKean were hired part-time with the co-curriculum tutoring program. Al Oickle, Editor-in-Chief of the *Greenfield Recorder* is now working the tutoring guidance program himself. Also in the 60's, Dr. Musgrave

developed and conducted a fellowship program where newspapers would finance journalists to attend three 3-credit courses. It was because of this fellowship program that the Journalism Program at the University became Journalistic Studies. The Education Committee of the New England Society of Newspaper Editors felt that it would be absurd to send experienced journalists to study journalism. The trustees approved the name change when they approved the fellowship program itself. Dr. Musgrave remained director of this program until 1969.

Dr. Musgrave believes that the job of the teacher, lawyer, and journalist are all similar; basic to the occupations is the ability to "gather, understand, and present information". "A teacher must stretch the mind of the student and provide motivation to interest a scholar. You learn from teaching and from your students. One thing you learn is that you must love teaching to continue with the occupation." For a man who has been director of programs and a teacher here for twenty-eight years, Dr. Musgrave certainly must have made quite an attachment with the University of Massachusetts to devote most of his life for its well-being.

Micheline Dufau is one of a very few female professors elected to the Faculty Senate to also be elected to a position of an officer. Professor Dufau was elected to the Faculty Senate in 1968 from her district consisting of the languages located in Herter Hall, French, Spanish, Portuguese, Slavic and German. The same year she was elected by the senators to hold the Secretary of the Senate position. Her jobs included keeping minutes of the meetings, to keep track of everything that went on and to edit her own material. Dr. Dufau feels that this experience was one of the best she has ever had. By serving on committees she met many people and she knew what was going on in other departments and parts of the university that was not her own. Professor Dufau also commented that it was a great experience to learn more about the English language and to practice what she already knew. Micheline

Dufau remained in the Faculty Senate as an officer until 1971 when she became Chairperson of the Department of Romance Languages, which includes French and Italian.

Professor Dufau was born in France and attended schools there. She graduated from the Lycée Victor Hugo and went on to the Sorbonne. She earned her Master's and PHD degrees in English from the New York University. Micheline Dufau believes that the higher education is much better in this country than in France, because more people are allowed to be educated than in the French system.

Dr. Dufau came to the University of Massachusetts in 1967 as the assistant Chairperson of the Dept. of Romance Languages. At this time she taught two courses, but most of her work was administrative duties. Then in 1971, she became Chairperson. Micheline explained the differ-

ence between a chairperson and a head of a department. A head of a department has almost complete power over where the department is headed, while the chairperson is responsible to a committee made up of members of the department, so the committee and the chairperson reach their decisions concerning the department together.

Since Dr. Dufau took over the job, she has had to cut down her classes so that she only has one undergraduate course, because of all the administrative work that must be done. Professor Dufau has helped students to realize that there is more to majoring in French than just going out afterwards and teaching. She is suggesting to her students to work on another minor; so that some French students will graduate with a Major in French and a certificate in Business, Political Science or Journalistic Studies.



Dr. Dufau has also worked on some special projects to offer more than just university classroom for the student interested in French. The French Dept. has a program at the University of Grenoble which is offered for one semester in the spring. UMass-Boston has a program at the University of Paris for a year, instead of a semester, that UMass-Amherst students are allowed to take advantage of. Also there is a summer program at the University of Pau. Next summer the French Dept., will offer another university for their summer program for the student who is interested in studying the French language outside of France, UMass students will be going to Switzerland, a multi-lingual country, to the University of Lausanne. The French Dept. is considering a January program next year somewhere in Canada.

This summer the French Dept. will

be going through the last names of the students here to find students of French descent. The hope of the Dept. is that some of the students have not lost their former-family language. For those students that do not speak French, but are of native descent, possibly they may become interested in picking the language up, and get a tighter hold on their past heritage.

Dr. Dufau has written some of the textbooks for some French courses, including grammar, reading selections and textual analysis. She feels that part of her job is to keep in touch with all language developments around her, not only for herself, but for her students.

Dr. Micheline Dufau has only been at this university for seven years, but in that time has added much to this school.





# ACTION

Danny Hobart is a University Year for Action Volunteer working at the Neighborhood Youth Corps in Springfield. His job is that of a Test Assessment and Orientation Counsellor.

"Working at the Neighborhood Youth Corps for the past year has been an experience that has made me more aware of myself. I've learned how to deal with adolescents not by the so-called 'book' but by actually getting involved, and by not being afraid of stepping out of my role as teacher and exposing myself as I really am. When I first came to the Neighborhood Youth Corps there was no school, there were few enrollees and those enrollees were headed nowhere. Now we have our own school, enrollment has increased and good things are happening. I am proud to say that I was a part of a successful, worthwhile program. For the first time in 4 years of college, I feel that I've really learned something. Not only that but I've helped other people while doing it. It was probably one of my greatest experiences."

804  
NEIGHBORHOOD  
YOUTH  
CORPS

804  
NEIGHBORHOOD  
YOUTH  
CORPS  
*Entrance*





Larry mikes Sesame Street cast while they talk with Russ Carpenter (Director of Development).

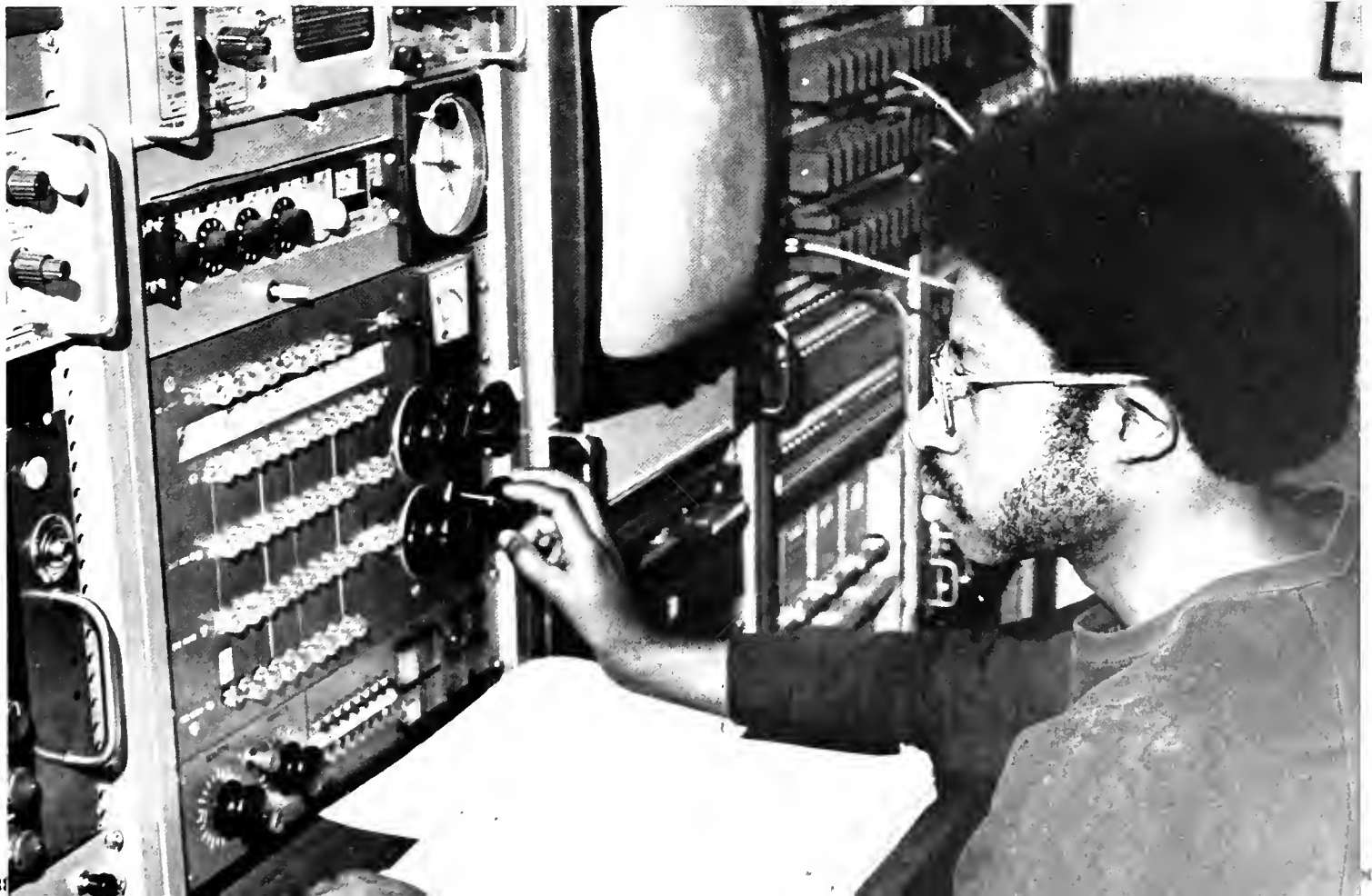
"Being a communications major I went to Action in hopes of finding a work situation that would give me some practical experience in the industry."

Larry Scott joined University Year for Action as a Volunteer at Channel 57, a public television station in Springfield.

Working at a public television station means working with next to zero for a budget thus money dictates the format of the show.

"I've learned more at this station in six months than I could have in twice the time anywhere else. Since the station only employs 15 people, it is very heavily dependent upon volunteers to carry out crew functions. Thus unlike commercial stations where I would have been placed at one task, I was able to rotate into every task that goes into producing a program. Floor Manager, Camerman, Audioman, Switcher, are some of the various jobs one will perform in the course of a week or in the course of one evening as was the case at our Auction. The Auction ran for six nights, live, from 6 PM till 12 or 1 PM. Russ Foyer, the director of the Advocates came out from WGBH in Boston to help direct the show. It was a great experience to work on such a fine production."

Below: Larry takes a shift at Master Control.



In 1971 a new concept of education was introduced at the University of Massachusetts. Three years later, the B.D.I.C. program is recognized as a valuable and rewarding method of study. When the program began, there were 125 students enrolled in it. There are now approximately 400 members.

B.D.I.C. is the abbreviation for Bachelor's Degree with Individual Concentration. The department awards B.A. or B.S. degrees in that field in which the student has specifically concentrated. The program in

essence, offers an alternative approach to earning a degree, from the traditional means established by the university. It is limited to those who cannot receive the education essential to their chosen career by enrolling in any one department of the university.

The B.D.I.C. student designs his own program of study by combining a number of courses from several departments. The selection is intended to give the student the best possible education from the resources available.

The idea for B.D.I.C. came up at a S.W.A.P. (Student Workshop for Academic Planning) meeting in 1970. Its conception came about as a result of a combination of student demand and a faculty awareness that such a demand was justified. Through the efforts of Arthur Kinney, Lee Short, and Anthony Borton, the program was instituted at UMass in 1971/72, when it began a successful two-year trial period. Kinney became the program's first director and it has been said that B.D.I.C. was really his "brainchild". A complementary pro-





gram is in effect at The University of Michigan, but without the leadership of Kinney the program probably would not have gotten off the ground here at UMass.

In addition to proving that the university cannot traditionally educate the student for that field which he hopes to enter, there are other steps that must be taken before he can be admitted to the B.D.I.C. program. First, a sponsor must be secured. The sponsor should be a faculty member, who has a background or knowledge of that field which the student is interested in, and is willing to devote time for conference and guidance. Once a sponsor is found, the student, with the aid of the sponsor, should develop a proposal and submit it along with his transcript to the B.D.I.C. office. The proposal should include the reasons for wanting to enter the program and an outline of the proposed courses under the program. The case is then reviewed by the B.D.I.C. staff and the student is either accepted or rejected.

This year from April 29 — May 3, the B.D.I.C. program presented A

Spring Festival of the Arts. A display of art and photograph was shown for the whole week in the Campus Center. For the rest of the week one exhibit was shown everyday. Monday evening included a jazz concert followed by a wine and cheese reception. Tuesday had a presentation of original films, while Wednesday evening exhibited a dance. Renaissance and Baroque music was featured on Thursday with another reception. Friday afternoon had an open house in their Goodell office to acquaint students with their program. The purpose of the festival was to communicate the excitement of the program to the university. Hopefully, this will become an annual event to exhibit the great diversity of the B.D.I.C. knowledge, talent and skills.

What is in the future for B.D.I.C.? The B.D.I.C. office says "hopefully become obsolete." Ideally, the university will develop its programs to the point where every student can tailor them to his specific needs. This appears to be a long way off, so until then B.D.I.C. is indeed a sensible and valuable alternative.



Above: B.D.I.C. dancers performing in the Spring Festival of the Arts. Below Left: The B.D.I.C. office, located in Goodell. Below: Open house in the B.D.I.C. office.





Most students remember what Home Economics was like when they were in junior high. It was a required course for girls in which they learned to cook and to sew, and was considered by most to be quite boring and frustrating.

Students, however, change and so has the field of Home Economics. It is shedding its old image and becoming active in the area of Consumer Services, in addition to the traditional Home Ec. Education. Last September, the Department Of Home Economics, with its main office located in Skinner Hall, restructured its courses into three major areas of concentration: Home Economics, Consumer Services in Clothing, and Fashion Marketing. What was once the major of Interior Design has been moved to the Art department as Art-Design.

Fashion Marketing (once called TCEA) is a professional major in the field of clothing, which views clothing as a transitional factor between the individual and his surroundings. Part of this program is a semester of

Retailing Field Experience during which a senior spends the fall semester working in a store in either New York or Boston at the junior level of management. This program will make the graduate eligible to enter a Junior Executive Training Program in a major retail department store, as well as other related careers in fashion.

The Consumer Services in Clothing major provides an opportunity for students who wish to combine depth in textiles and clothing with interests in communications and businesses, or services. This program offers the senior a semester of field experience in clothing working with stores and businesses. Positions in industry, trade publications and Community Adult Education programs are open to the graduate.

The Home Economics Education program offers concentrations in Consumer Economics and Community services as well as the more traditional teacher preparation. Those students planning on teacher certification spend one semester student

teaching and those with emphasis on Human Development work at the Nursery school located at Skinner Hall. Students may spend a semester working with consumer educators, counselors and cooperative extension programs as part of their field experience for Community Services and Consumer Economics.

Two seniors with majors in Home Economics Education and concentrations Community Services are Cathy Schwab and Barbara Fisk. They both spent the spring semester 1974 doing their Field Experience working with local Cooperative Extension Programs.

Last fall, Barbara found a sponsor within the department who arranged a position in the Hampden County Extension Service for her. Barbara then spent every Wednesday, Thursday and Friday of the semester working with the Regional Clothing Specialist. One project that she worked on was a Clothing Recycling Program for which she prepared in educational program and made clothing from cast-off blue jeans and man's shirts.

Barbara presented this educational program to groups of women in West Springfield, Orange and Springfield eight times during the semester. Also, Barbara prepared and presented a radio talk show with her supervisor on the recycling of clothing.

Much of Barbara's field experience time was spent in the Extension office answering telephoned questions on clothing and problems from consumers. In addition, she presented a program on careers in Home Economics to a junior high school in Springfield.

Cathy Schwab focused on another area of Consumer Services this semester in her work on Tuesdays and Thursdays with the Regional Specialist in Time and Money Management in the Home, of the Franklin County Extension Service. For this, Cathy worked mainly on a Metric Awareness Program as part of an attempt to inform the public about the metric system and its future adoption. This year Cathy noted, the U.Mass. School of Engineering and Tufts Medical School have changed

to the metric system.

Visual aids and demonstrations were prepared by Cathy for the educational program she presented to high school teachers and to the elderly. She also adapted scripts for the radio and television on teaching the metric system and its use to all age levels. She even presented four 2½ hour radio shows locally on the metric system and sewing trends. In addition Cathy helped in Financial counseling every Tuesday in each of the four counties of Western Massachusetts. She also acted as a judge for the 4-H Club State Revue held in Springfield, of the clothing each girl had made.

Both Cathy and Barbara enjoyed their field work very much and felt that they obtained much practical knowledge. After graduation, Cathy hopes to continue to work with young people through the 4-H Club, while Barbara plans to continue to work with the Extension Service.





When it is time for faculty members of the University of Massachusetts, it is one of the best kept secrets on the campus. The reward is the Distinguished Teacher Award, which is presented annually to six UMass teachers for teaching excellence in the areas of response to student needs and academic achievement. The nominees are currently under review by the Distinguished Teacher Award Committee, and the winners of the award, which carries with it a cash prize of \$1,000 will be announced in September at the Opening Convocation.

But the biggest problem for the committee is not in selecting the winners. It is in letting people know the award even exists. From a campus community of about 25,000, plus alumni, the DTA Committee received only 46 nominations for the award during the '73-'74 academic year. And for once the small number of responses can not simply be attributed to public apathy, since there is another group on campus that is providing that UMass students are still very much interested

in honoring distinguished teachers.

The Council of Undergraduate Students in Psychology is conducting a DTA within the Psychology department, and judging from the response the award has received, the organizers of the campus-wide award would be well advised to take notice. In the first year of the award's existence, CUSP has received 159 nominations, some of which were for the same persons. Some methods used by the committee to obtain nominations have been to request department heads to make at least one nomination, asking the faculty for nominations through the University Bulletin, and soliciting nominations from the alumni through the Alumni Bulletin. But the students, the source of over two-thirds of the nominations this year, are left in the dark about the award. The Psychology Department's award, through, emphasizes student participation by posting notices and nomination forms throughout the buildings used for psychology classes. There are no such advertisements for the other award.

The campus-wide DTA was instituted in 1962, and has had 31 winners since then. In 1972, the number of recipients was increased from three to six, to include three teaching assistant awards. The annual prizes of \$1,000 each are donated by the Standard Oil Company of New Jersey. In 1971, the DTA Committee set down guidelines for judging the nominees. They are: "ability to stimulate students to challenging ideas and effective communication; real knowledge of subject matter; ability to relate to students; ability to relate and interpret results of contemporary scholarship; performance in both large and small classes; interest in counseling students, and evidence of a consistently distinguished teaching record over a number of years." Any number of the university community is eligible to nominate either a professor or a teaching assistant for the award. The nomination requires only a letter of recommendation to the committee, evaluating the nominee's performance in terms of the established criteria.

After receiving a nomination the

committee sends a questionnaire to the personnel committee of the nominee's department, asking it to rate that teacher's abilities. The committee then reviews the feedback from the departments, making decisions on the winners during the summer and submitting them to the Provost and Chancellor for final approval.

The Psychology department's award is a rather modest one. It has no cash prize, but each recipient receives a recognition plaque, plus having his or her name inscribed on the DTA Plaque to be installed outside the department's main offices. In an effort to get a variety of winners, the Council has stipulated that no faculty member can win the award in consecutive years. There will be three winners each year; one from the categories of professors, teaching assistants and graduate student discussion leaders.



# ED MARATHON

The School of Education, world-reknown for its ideas on education and teaching methods, has still another area of unique offerings in education, that is the School of Education's bi-annual Marathon. The idea of the Marathon came about due to the lack of interest and enthusiasm of Foundation's course given by the School. In 1968, Drs. Clark and Woodberry taught a course that students took, but felt was boring, so to alleviate the course work, the students asked if they could get all the work done in a fifteen hour marathon block. The professors agreed and the first marathon was held with the students of this class teaching little fifteen hour courses. Other members of the School of Education who attended this first marathon or had heard about it, got together and offered it again the next year. Since then, it has been given at least once a year.

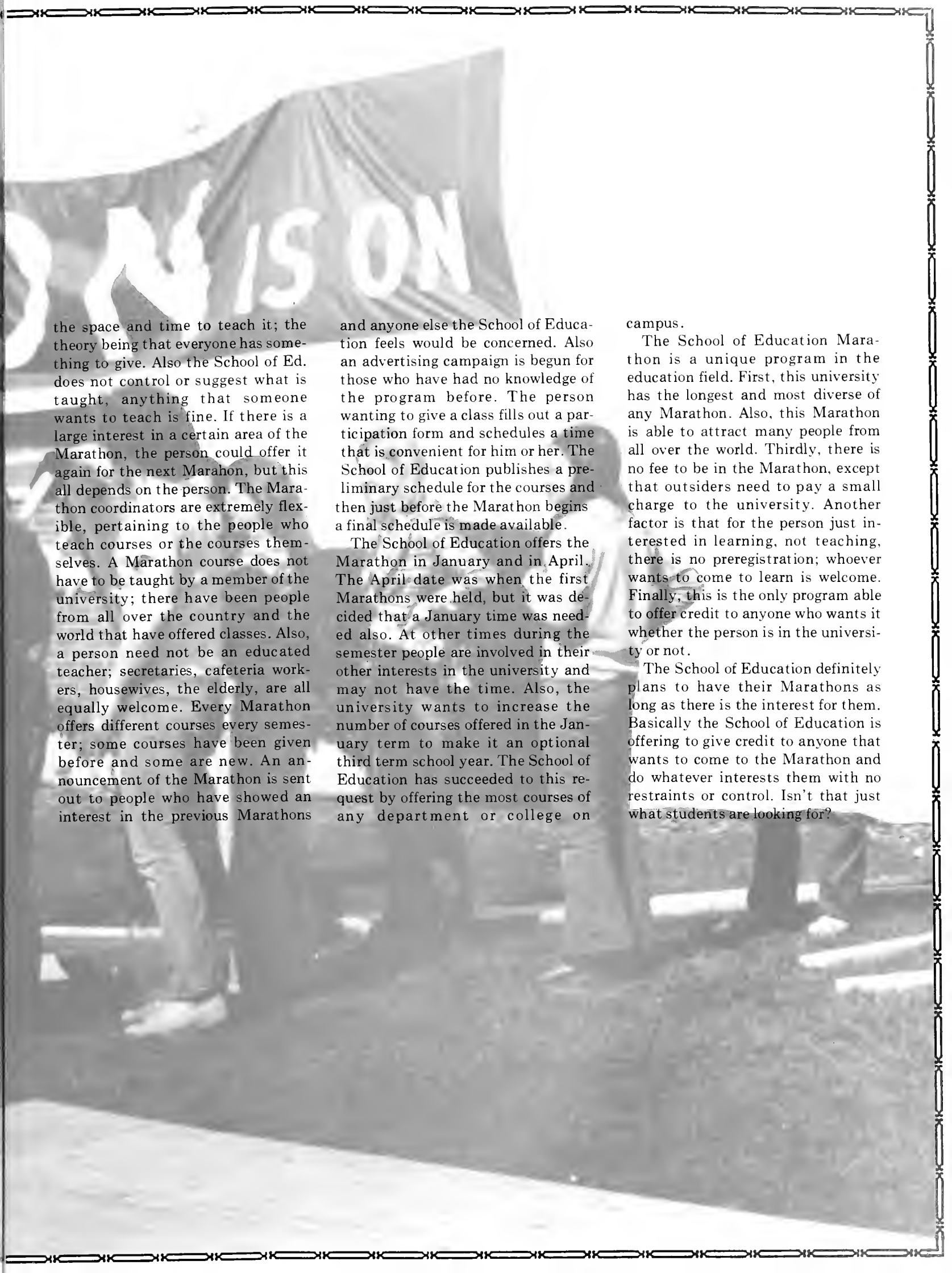
In 1969 Drs. Woodberry and Crossan extended the Marathon time from one day to a day and a half and

offered more courses. By second semester of the 1969 school year the time for the Marathon ran three days. Also the responsibility for the workings of all the projects, notification of university faculty and anyone else interested in teaching a mini-course was shifted from the School of Education faculty to a graduate student.

Dean Dwight Allen has added much to the Education Marathon. The man who worked out the modular credit system for the School of Ed., Dwight Allen has made credit available for those who participate in the Marathon, either as an instructor or as a student. Dean Allen feels that the normal system of working within the educational structure is insensitive for the student, so by offering this Marathon, an alternative is presented to the student who wants some education outside the average channels of the university.

The School of Education Marathon allows anyone who has something to offer the School Marathon





the space and time to teach it; the theory being that everyone has something to give. Also the School of Ed. does not control or suggest what is taught, anything that someone wants to teach is fine. If there is a large interest in a certain area of the Marathon, the person could offer it again for the next Marathon, but this all depends on the person. The Marathon coordinators are extremely flexible, pertaining to the people who teach courses or the courses themselves. A Marathon course does not have to be taught by a member of the university; there have been people from all over the country and the world that have offered classes. Also, a person need not be an educated teacher; secretaries, cafeteria workers, housewives, the elderly, are all equally welcome. Every Marathon offers different courses every semester; some courses have been given before and some are new. An announcement of the Marathon is sent out to people who have showed an interest in the previous Marathons

and anyone else the School of Education feels would be concerned. Also an advertising campaign is begun for those who have had no knowledge of the program before. The person wanting to give a class fills out a participation form and schedules a time that is convenient for him or her. The School of Education publishes a preliminary schedule for the courses and then just before the Marathon begins a final schedule is made available.

The School of Education offers the Marathon in January and in April. The April date was when the first Marathons were held, but it was decided that a January time was needed also. At other times during the semester people are involved in their other interests in the university and may not have the time. Also, the university wants to increase the number of courses offered in the January term to make it an optional third term school year. The School of Education has succeeded to this request by offering the most courses of any department or college on

campus.

The School of Education Marathon is a unique program in the education field. First, this university has the longest and most diverse of any Marathon. Also, this Marathon is able to attract many people from all over the world. Thirdly, there is no fee to be in the Marathon, except that outsiders need to pay a small charge to the university. Another factor is that for the person just interested in learning, not teaching, there is no preregistration; whoever wants to come to learn is welcome. Finally, this is the only program able to offer credit to anyone who wants it whether the person is in the university or not.

The School of Education definitely plans to have their Marathons as long as there is the interest for them. Basically the School of Education is offering to give credit to anyone that wants to come to the Marathon and do whatever interests them with no restraints or control. Isn't that just what students are looking for?





## SCHOOL OF NURSING

The Division of Nursing, now part of the School of Health Sciences, offers interested Nursing students an opportunity to do some field work in a predominantly Spanish-speaking area. Students and faculty provide a much needed service by running the Brightwood-Riverview Health Center in the Brightwood section of Springfield. The Health Center, located in a vacant apartment in a low-income housing project, aids Black and Spanish-speaking people. The Center has been operating for the past five years on a federal grant. Also working on this program is the Springfield Hospital, which is able to give extra services that the UMass students and some faculty members could not give.

The Brightwood-Riverview Health Center was established in 1968. The program consisted of two student nurses and three faculty members. Vandalism was a major problem in the beginning; all equipment had to be carried out at night and brought



back and set up the next day. Now the program has expanded to sixty-five students and four faculty members. Vandalism has ceased to be a problem. The program has been such a success that another health center was established in 1972 at the Model City site of Springfield.

Student nurses work for one year in community health, generally in their junior year. More of an emphasis has been put on out-patient and community service, and less on caring for the hospital patient, than ever before. The UMass Division of Nursing feels that if a nurse can understand and relate to people in a normal setting, such as in the Brightwood-Riverview Health Center, then a nurse can work with sick hospital patients with a greater success of insight into the people with whom he or she is working. Senior year is usually spent working in depth on an individual concentration.

Initially the students are assigned to the Health Center. The students are given certain people or families with health concerns and the nurses follow the people through whatever care is needed. The students start off by visiting the person or family,

whom they are caring for, at home to develop a relationship. If needed, there are interpreters to aid student nurses who do not speak Spanish. The next step for the student is to care for their patient in the Center, offering the primary assistance of the health problem. If the Center cannot completely cure the patient, he or she is moved to the hospital. The student nurse would follow their patient to the hospital and aid in any way the student could. The final step of the follow-up schedule is to give the patient post-clinic or post-hospital care and later checking to see if the patient is well and following whatever health prescription was advised by doctors. A student nurse may have several patients at one time and also be working on some of the other services offered by the Center.

Besides giving the student nurse experience working on a one-to-one basis, he or she learns to work with groups. The Health Center offers other services, such as a drug center, elderly care, instruction and explanation of high blood pressure, an obesity clinic, family-planning and natural childbirth classes and a mental

health section. Students either teach some of the classes or help out in other group areas. With a knowledge of working with groups and a knowledge working with an individual, a nurse has more to offer a future place of employment.

The Brightwood-Riverview Health Center offers many opportunities for a student nurse. With a heavy concentration of population in a small area, an efficient and economical use of time and resources is made available to a UMass student nurse. A student nurse can broaden and open her ideas of the services of a nurse in a community health setting. Lastly, a student nurse can improve her communication and increase the understanding of the role of a nurse. The Health Center gives its workers some educational preparation, and a chance to practice the skills the nurse has already learned.

In the future, the Brightwood-Riverview Health Center will continue its services to the Springfield area, even though the federal money has run out. The Center hopes to be able to increase its involvement with health services for the people of the housing project.



Presently there is no major in dance; either the student majors in Physical Education with a concentration in dance or turns to the B.D.I.C. program and develops their own course of study in terms of dance. The problem with the Phys. Ed. major is that the student must take courses which are unnecessary for dancers, such as theory courses geared to sports. Hopefully a dance

major will become a reality for 1975, and then the next step for the students of dance would be to gain approval and develop a Dance department. All the dance courses are being taught in the North Phys. Ed. building, which is equipped with a special floor with air pockets underneath to allow for the dancers' movements. The program started in 1968 and graduated its first students in 1970.

Since then a large interest in dance has blossomed and demanded more courses and instructors.

There are five members of the dance faculty, including one from the Afro-American Studies, Anthony Crescione, Richard Jones, Marilyn Patton, Daniel Peterson, and Andrea Watkins. Mr. Crescione is in charge of the music for the classes and is the musical director and composer for



*In the past,  
students interested in a dance  
major have been overlooked,  
but in the near future  
this may change.*

the University Dancers. The four other members all have their Master Degrees and have been performers in well-known dance companies, such as Erick Hawkins, Storie-Crawford, and Eugene Loring.

A Dance Concentration major takes technique courses in modern dance, ballet, song dance, jazz and tap dance. In addition, the student takes courses in Dance History, Dance Composition, Improvisation, Small Group Choreography, Analysis of Dance, Dance Production, Rhythmic Analysis, Dance Therapy, and Dance Notation. The Dance faculty also offers general dance courses for non-majors for fulfilling the Phys. Ed. requirement. Every year many interested students are turned away because of the lack of instructors. There is even a program for students who are interested in teaching dance in secondary schools. Students are also prepared for professional or graduate work. A student completing the necessary courses with the major and the university are awarded a Bachelor of Science Degree.

A major part of the dance program is the University Dancers. This dance group originated in the fall of 1970. The dancers consist of about twenty members with seven undergraduates. These students perform wherever they are asked to go, at the university, touring state high schools, or representing the United States in different countries. Last summer these dancers were the only American Dance Group at the International Congress on Girls' and Women's Sports held in Iran. The University Dancers raised their own money needs for the trip. While they were across the ocean, they gave concerts in Italy and Greece, too.

The Fine Arts Council has invited professional dance groups to perform on campus every year. Alvin Ailey, the Dance Theatre of Harlem, Alwin Nikolais, Murray Louis and many others have presented their dance programs here. Besides being of interest to the Fine Arts community and general public, the members of

the professional dance companies give master dance classes at high schools and colleges before their performances. This gives an excellent opportunity for the students to meet with professionals and ask questions.



Students have the occasion to study with leading artists in their field that they might not otherwise have received in their course of development as a dancer.

It is hoped when Dance becomes a major that a new look will be given to the courses and the credit system. Students get no credit for any rehearsing that they do even though sometimes as much as five days a week and between four-to-six hours a day is spent practicing. Possibly, a

new method for earning credits could be initiated to give theatre performance credit and to combine technique and performance credit. The students and the faculty believe that the program should be restructured, putting less emphasis on science and include more Humanities. Also the university needs to expand the courses offered. There is no Kinesiology for dancers at this school, interested students must go to Smith College. Dance Notation, the recording of dance and reading movement, is only given at Mt. Holyoke. The university has only one course each in History of Dance and Dance Composition, which should be expanded to more. The Dance classes also need a methods course, for those interested in teaching.

David Smith is a former Pre-Med major, now a B.D.I.C. major in Theatre and Dance. Next year David will be studying at the Joffrey School of Ballet in New York. David Smith is an example of the growth of interest in dance, changing majors since learning about the major. He has "found dance to be one of the most direct and beautiful ways to communication." He hopes to develop new ideas using theatre and dance in communication.

Janice Schleiger is a Phys. Ed. major with a concentration in dance who is also doing her student teaching here next semester. She plans on teaching a general dance course for the Phys. Ed. department, but in the future is interested in using dance to make children more aware of their abilities and potential. She believes that "Dance is opening all over, it is really blooming. To continue growing the university must reevaluate the program and nurture it."



# PUBLIC HEALTH



The School of Nursing and Public Health combined this year, "the whole", according to Dr. William A. Darity, "being more than the sum of the parts." Dr. Darity heads this new creature with two heads called the School of Health Sciences and brings to disciplines, historically of a clinical orientation, a strong academic approach.

Both Public Health and Nursing have tended to move towards the practical, the problem solving. Today, concepts of health are changing on a national level. Like preventing medicine of the '40's, the new idea is to keep people healthy instead of emphasizing the treatment of disease. Taking a cue from the old Chinese Philosophy of not paying the doctor when you are sick, but only when you are well, the federal government instituted "HMO" legislation. HMO's, a health maintenance organization, is the same kind of health plan that in the past only students and corporations have been able to afford. The plan provides economic incentives for keeping people healthy and for a one-time payment; the subscriber obtains almost unlimited health care. An HMO proposal for the Amherst community, including faculty members, students' dependents and townspeople not associated with the university is pending action by the UMass. Board of Trustees. The final outcome should be decided during the summer of '74. The plan will incorporate both the UMass infirmary and the local physician-owned medical center, Amherst Medical Associates.

The new School of Health Sciences reflects these changes in society. Dr. Darity said, "The goals of the new school are not just to train students,

but to develop in students the ability to think, and communications skill." But there are no problems associated with these shifts in priorities, and they are especially acute in nursing, where the graduate program is weak and undergraduate courses are called "too task oriented". Some label this conflict in the nursing division a fight between liberal and conservatives philosophies, a young, scholastically oriented group aligned against an older, vocational school ethic. Dr. Darity, who headed the School of Public Health before becoming dean of the combined Public Health and Nursing, moves toward strengthening the academic disciplines. The outcome of these conflicts will be an estimated minimum of three years to knit together Public Health and Nursing.

Controversy flared late in the school year over the admissions policy to the nursing division. An artificial major created two years ago by CASIAC called "Pre-Nursing" had enlisted students for channeling into the nursing school. Students spent their first two years as pre-nursing majors and then applied, or were channeled into the nursing school. But over 800 applicants found themselves vying for a scant 100 positions in the upper division nursing school. The *Collegian* ran a story on page one and underscored the often subjective standards used for those applying to the nursing school. Even the Student Senate was forced to action as Senate Speaker, Cindy McGrath, called for an investigation of the policies and operation of the nursing school admissions. But in fairness to the people running the nursing program many of the problems were beyond the schools' control. Politics dictated

that UMass-Amherst, as the only four-year state-supported nursing school west of Worcester, accept large numbers of applications, but economics dictated a limited enrollment, as State and Federal funding were not forthcoming.

The Nursing Division began in the fall its new "integrated curriculum" that separated those students concentrating on hospital care (primary care) and those involved in community health (secondary care). For community projects, three geographic areas were established, with four "learning centers" where students worked directly with the community. One of the most noted cities was the Brightwood-Riverview center servicing the predominantly Spanish neighborhoods of North Springfield. The use of nurses in the community, this emphasis on the "secondary caretakers" reflects again changes in national health policies.

With President Nixon's late May message proposing National Health Insurance, the increased funding of community health projects, and the forementioned HMO's, the academic community moved to fall in line with a restructuring of America's health programs. For nursing it meant developing of alternatives to the convention, hospital caretaker-type training. In Public Health, the issues of environment quality, food additives, sewage treatment, and the effects of radiation, gained emphasis. The challenge in health care (Nixon called it a crisis) is being answered by the academic community with pooling of educational resources, interdisciplinary study, and a movement toward community involvement.

*"The telescope will be used to study the creation of celestial bodies, the formation of molecules and organic matter in space, and possibly shed some light on the origin of life."*



Radio Astronomy in conjunction with the Quantum Electronics Group of the Electrical and Computer Engineering Department have disclosed plans for building the country's most sensitive millimeter wave radio telescope in its frequency range. The project, which will take about three years to become functional, has been

given a three year grant of \$750,000 from the National Science Foundation and matching funds from the University itself. Also contributing to the effort, NASA has donated, up to now, \$6 million worth of valuable equipment now being stored on the second floor of Goodell.



*This photograph represents the radio emission from the spiral galaxie known as Whirlpool Nebula.*

Observatory in the Quabbin Reservation, will be joining a functioning meter wave length radio telescope consisting of four 120 foot diameter bowl shaped antennas. This telescope is studying the expiration of celestial bodies and the existence of neutron stars. The new telescope will consist of a 45 foot diameter moveable disk shaped telescope with precise pointing and tracking mechanisms. Offering protection from wind and weather will be, surrounding the disk, a 68 foot in diameter aluminium space frame radome covered with a teflon-coated plastic skin, allowing entry to radio waves, but obstructing

vision.

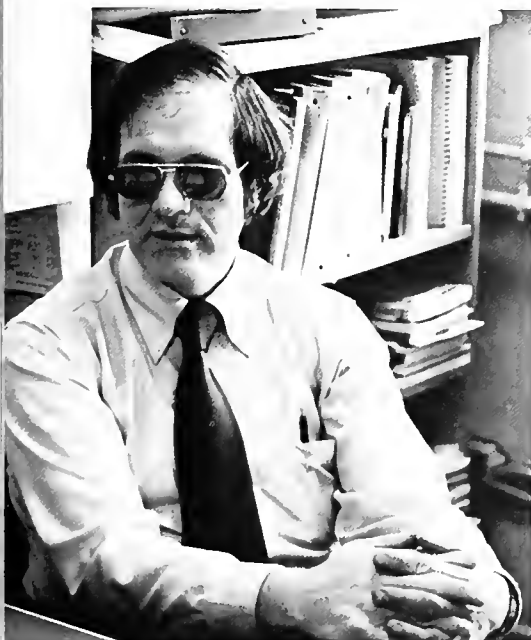
Dr. Huguenin projects that the bulk of the construction will be performed during the summers of 1974 and 1975 by himself, other professors and students. The scheme for this summer is the construction of the radome with the erection of the telescope planned for the summer of 1975. A contractor will be hired for heavy machine work, and putting in the foundation. Other professors working with Dr. Huguenin are Drs. Taylor, Dent, Manchester in Radio Astronomy and from Electrical and Computer Engineering Prof. Yngvesson.

Prof. Sigfrid Yngvesson has developed a vital component for the telescope, a series of maser receivers. The maser is similar to the laser, operating at near zero temperatures for improved sensitivity. Yngvesson cultivated his design in 1971 funded by the National Science Foundation support.

The computers working with the telescope will enable the scientists to see certain pictures and graphes with numbers. The millimeter wave length is the shortest of the radio

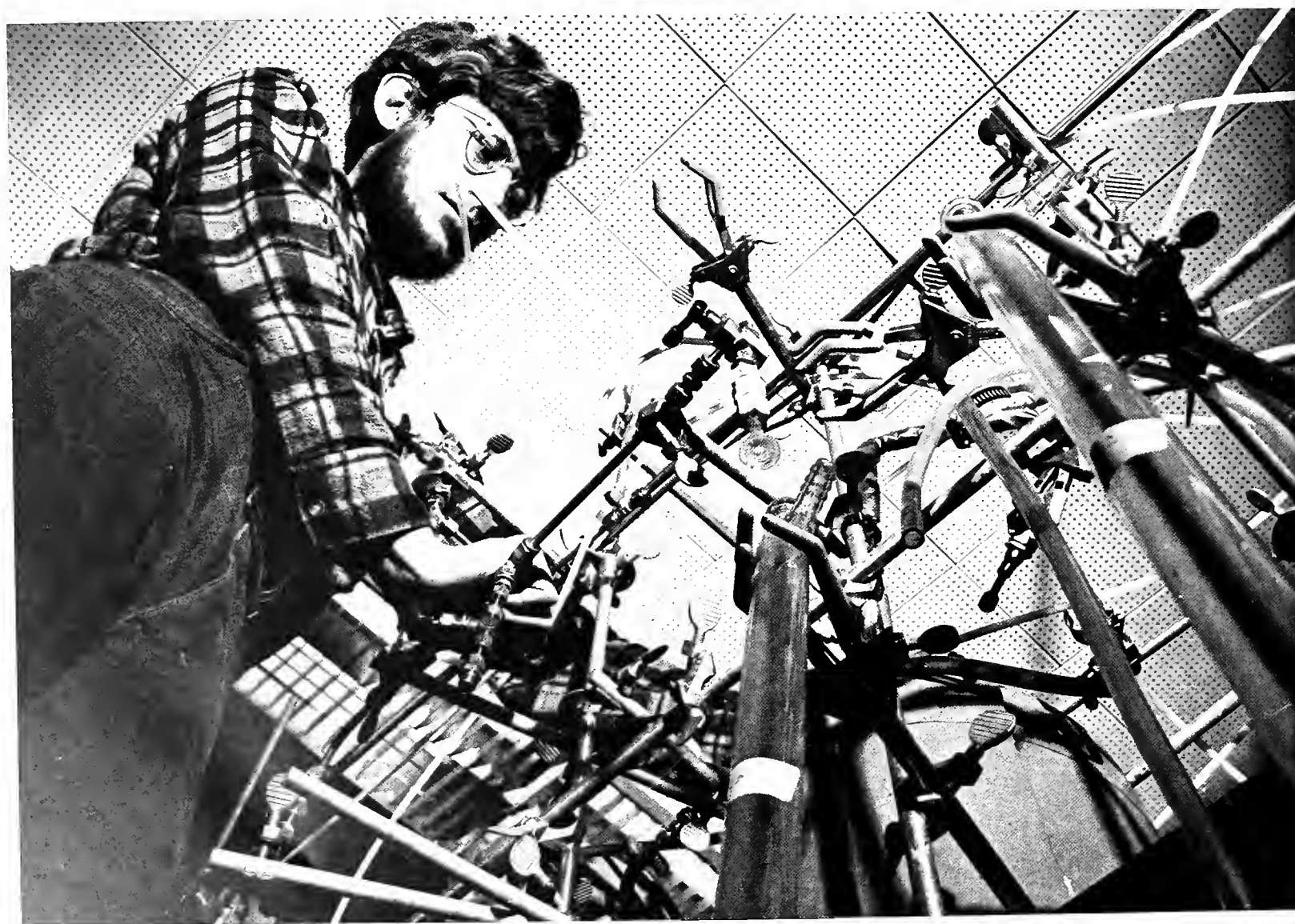
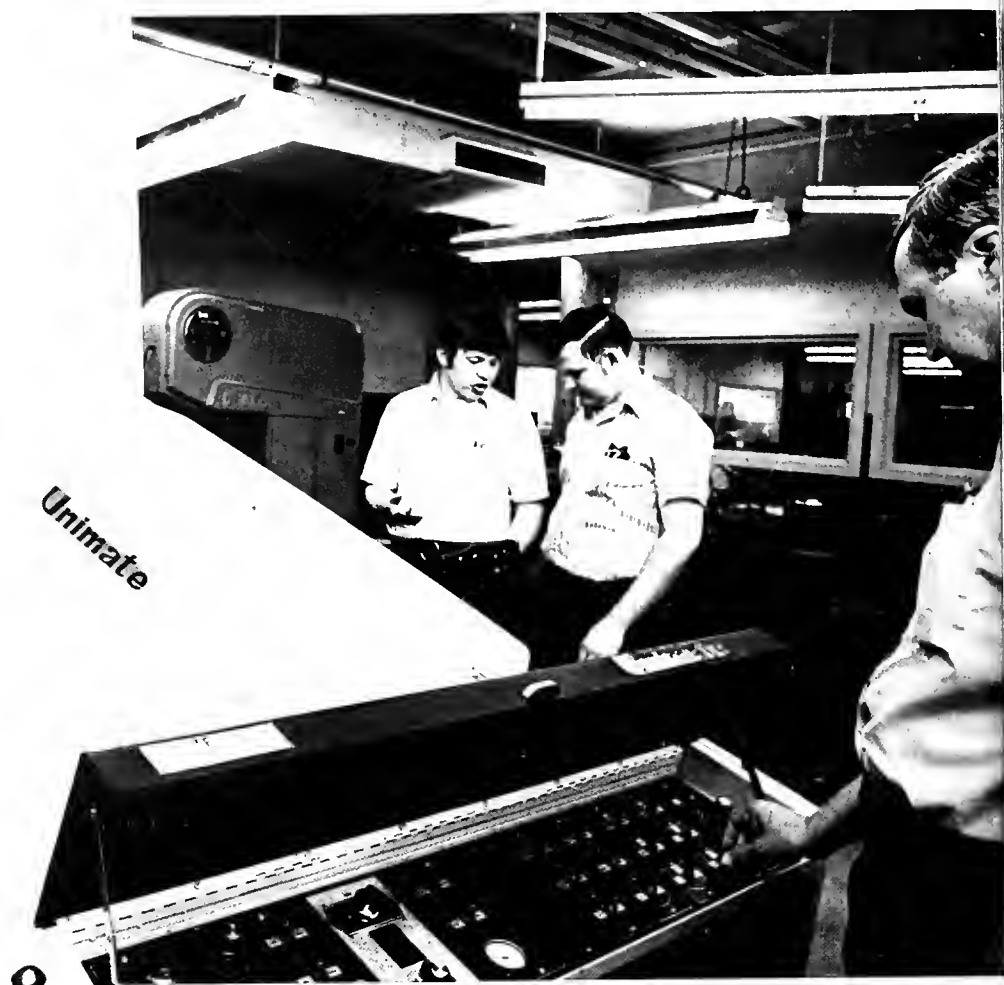
spectrum.

The University of Massachusetts will be working with a radio telescope now operating in Brazil and one in Sweden in the process of being built. The radio telescopes in three different parts of the world will form a triangle and will allow scientists a better picture of the information that they are seeking and better accuracy. Dr. Huguenin plans to spend his sabbatical semester next fall working with Swedish scientists on their radio telescope. All three of the telescopes have been designed by the Electronics Space Systems Corp. of Concord, Massachusetts. Stonybrook, part of the New York University system has also given some money to the UMass radio telescope in exchange for some use when it is built. It is easily recognizable that this project involves much more than the University itself. An important fact is that this telescope will be the most sensitive in the country, but also that Massachusetts and New York professors and students will be working in cooperaton with two other important telescopes in different sections of the world.

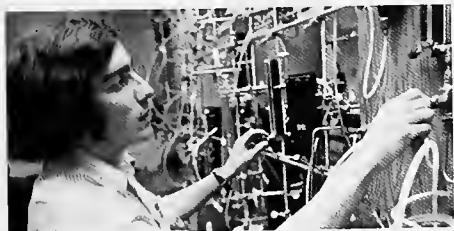


*Dr. Richard Huguenin director of the radio telescope project and also of the Five College Radio Astronomy Observatory.*





# ENGINEERING



The School of Engineering at the University was established on September 1, 1947. Instruction in engineering has been a part of the curriculum on the campus since the founding of the Massachusetts Agricultural College in 1863. However it did not develop as rapidly here as at many other land-grant colleges throughout the country largely because of the many other fine engineering schools in Massachusetts including M.I.T. which shared the original land-grant funds. A department of Agricultural Engineering was established in 1914 and for many years a department of Mathematics and Civil Engineering existed. In 1936 this work was combined into a department of General Engineering, lasting only long enough to separate in 1946 into two separate departments, again Agricultural and Civil.

The pressure for a full scale School of Engineering came from the returning veterans of World War II, who returned to civilian status with the G.I. Bill for education in their hands and found inadequate facilities in the Commonwealth for engineering education. Thus the history of the School of Engineering really begins with the establishment of the University of Massachusetts as a university in 1946, and the establishment of the School of Engineering as a member of the academic community in 1947. To accommodate the surge of veterans at that time, classes were conducted at two locations, some on

the Amherst campus but the bulk of Engineering students received their first two years of instruction at Ft. Devens until that university activity was phased out about 1951. These students represented some of the finest men and women that we have had in that their motivation as older and war matured people provided an incentive for them to work to their highest potential.

The first Engineering building to be so identified and built on this campus is Gunness Laboratory constructed in 1949 at a cost of \$400,000. Additional buildings came "on stream" as follows: Marston Hall, one-half, 1950, \$500,000; Marston Hall, one-half, 1954, \$850,000; Goessman addition for Chemical Engineering, 1959, \$1,000,000; Engineering Laboratory, 1964, \$2,200,000; and Engineering Building East, 1965, \$1,900,000. Summarizing, the five buildings at a construction value (including equipment and furnishings) of \$6,850,000 provide an excellent physical plant to carry out our programs of teaching, research and service.

The large wave of World War II veterans passed through the campus in the early 1950's, peaking in 1951 when 251 engineering degrees were awarded. The low point following this wave occurred in 1954 when only forty five engineering degrees were awarded. From that point the undergraduate engineering enrollment showed a steady climb, with minor ripples, to a peak of 1,050 undergraduates in 1969-70. This was followed in the next few years by a declining enrollment to a minimum of 907 undergraduates in 1972-73. For the current academic year, 1973-74 it has increased to 983 students and predictions for 1974-75 based on freshman and transfer student applications indicate that this figure should increase about five per cent.

While the nation-wide trend has been toward decreasing engineering enrollments for a number of years, we can point out that our enrollments have not decreased percentage wise as much as the national average, and furthermore, we appear to have turned the corner to an upward trend several years ahead of the national trend. We attribute this to several things but most importantly to bring a knowledge of the University and of the Engineering School in particular, to the high school and community

college campus through a vigorous information campaign. We expect this upward trend to continue in the future.

The School of Engineering has funded research underway at the present time approaching a rate of two million dollars annually. The type of research may be basic or applied. In the 1972-1973 school year for example, there were ninety grant research projects in the School of Engineering.

In Chemical Engineering there is a project studying air pollution control. Researchers are attempting to discover a process for removing sulfur dioxide and nitrogen oxide pollutants from stack gasses from power plants. Also being studies in Chemical Engineering is the use of immobilized enzymes which offer advantages and potential economy in Chemical and Bio-chemical processing. The Department of Food Science and Nutrition is contributing to this study.

Electrical and Computer Engineering researchers are working with a model of the ear to determine how the ear is able to differentiate between the pitch of sound. An important project in this same department is the work being done on the Maser. The research work, being carried on jointly with the Astronomy Dept., uses advanced technology in improvement of the design of radio telescopes.

A transportation study is being done by the Mechanical and Aerospace Engineering and members of Civil Engineering and the School of Business Administration. The study is to find and implement a transit system in the Amherst area and study the effects of this system on the university community.

Another important project is being researched by the Mechanical, civil, and Aerospace Engineering, the Ocean Thermal Power Plant. Researchers want to use the temperature difference of the ocean water at different depths to produce electrical power and be a non-polluting sources.

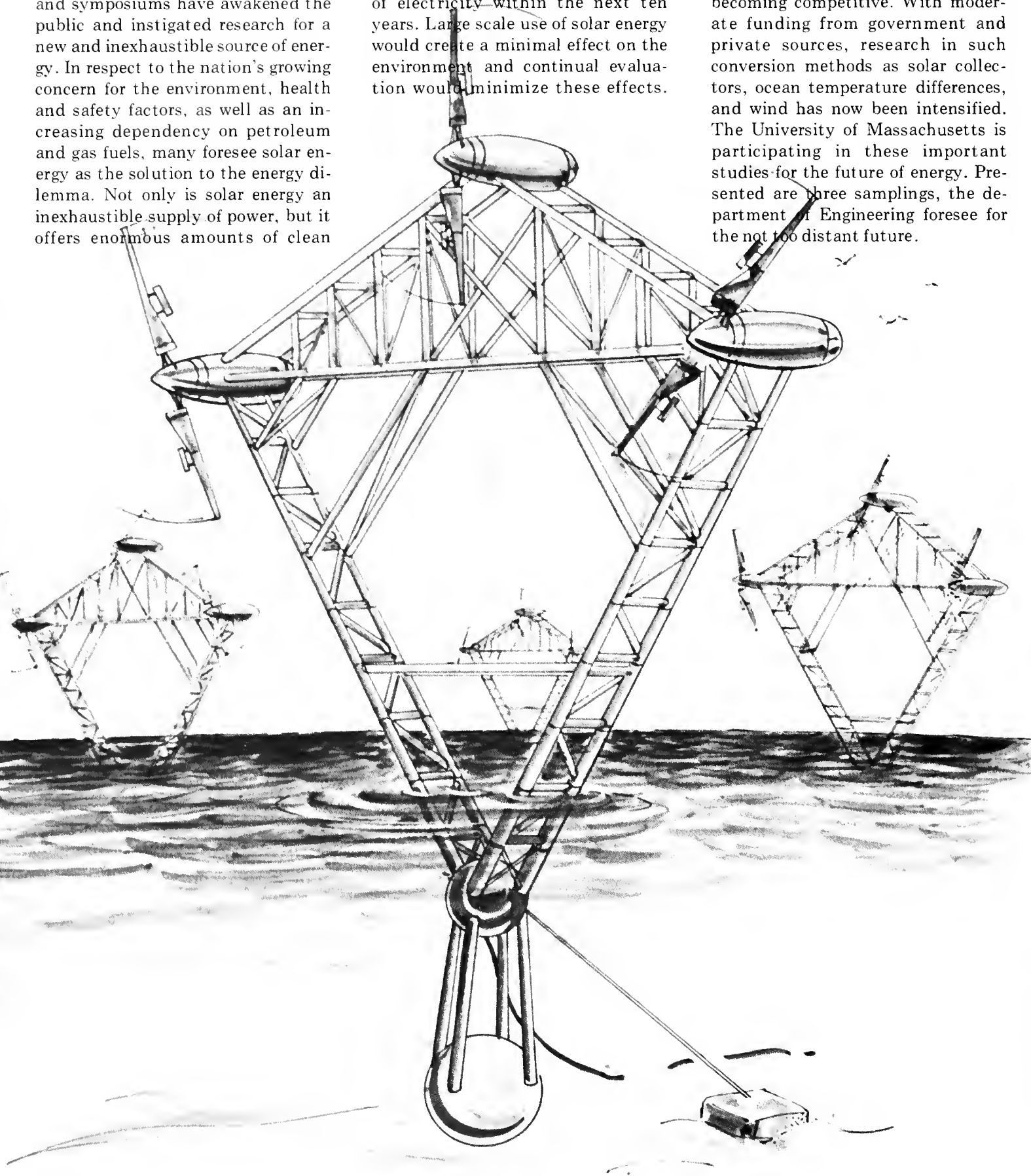
In the School of Engineering, much is being accomplished. Simultaneously, many projects are being carried out to improve our future way of living.

The crunch! UMies are faced with Kill-a-watt signs plastered throughout the university, waiting in long lines for gas and buses and walking to eight o'clock classes in the dark. Everyday inconveniences, debates and symposiums have awakened the public and instigated research for a new and inexhaustible source of energy. In respect to the nation's growing concern for the environment, health and safety factors, as well as an increasing dependency on petroleum and gas fuels, many foresee solar energy as the solution to the energy dilemma. Not only is solar energy an inexhaustible supply of power, but it offers enormous amounts of clean

energy. It is present in sufficient quantity to make a major contribution to the nation's energy needs and with substantial development and success, could be utilized for heating, synthesizing of fuels, and generation of electricity within the next ten years. Large scale use of solar energy would create a minimal effect on the environment and continual evaluation would minimize these effects.

Technical barriers in the use of solar energy are few. Numerous methods of conversion exist and in spite of the fact that conversion methods are expensive, with the rising price of conventional fuels, solar energy is becoming competitive. With moderate funding from government and private sources, research in such conversion methods as solar collectors, ocean temperature differences, and wind has now been intensified. The University of Massachusetts is participating in these important studies for the future of energy. Presented are three samplings, the department of Engineering foresee for the not too distant future.

# SOLAR ENERGY





## Ocean Thermal Power Plant

In January of 1974, the University of Massachusetts received a \$170,000 grant from the National Science Foundation for the purpose of research in the field of solar energy. Presently, thirteen U.Mass faculty members and fifteen graduate students are formalizing a design for the generation of power from solar energy. The design is founded upon the existence of a thermal difference in the ocean waters. In such areas of the world as the Gulf Stream, water currents, created by the sun provide the necessary temperature difference. The mixing of different temperatures of water occurs with the warm waters rising towards the North Pole and the cool waters descending. The warm waters would be used to vaporize substances, capable of operating turbines and generators, thus producing electric current. Cooler waters would be used to condense these materials for reuse. Power, produced as an electric current could be utilized as electricity or stored as hydrogen fuel by the electrolysis of water. The output of the plant is estimated at 400 million watts electric. Ideally, there would be a string of 400-500 plants, one mile apart along the Gulf Stream. The effects of the power plant on the environment are still under evaluation. The introduction of deep water marine life through the cooler waters of the bottom of the ocean into more shallow waters could pose serious problems or be used to an advantage. Researchers are involved not only in study of the technical aspects of the Ocean Thermal Difference Power Plant, but also with its economic feasibility. Equally an integral part of the research is the determination and possible uncertainty lying in the cost generation of energy through this solar source in comparison to conventional means.

### Windpower

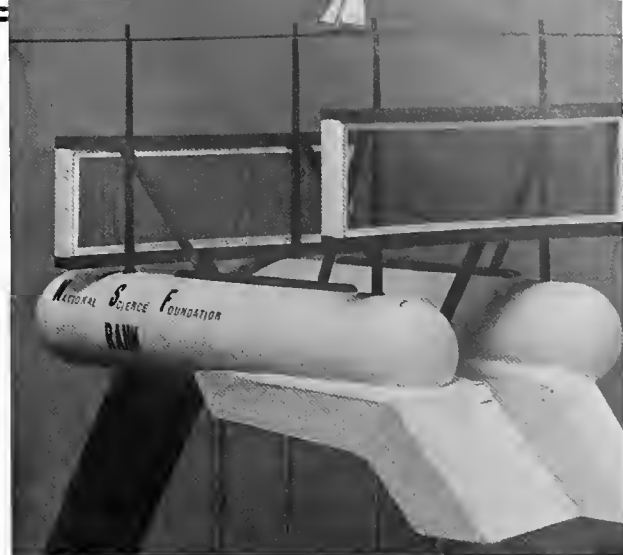
Just as water currents are created by solar energy, also are wind currents. For centuries, man has turned to the wind as a source of energy. At present, with the rising prices of petroleum fuels, it is proposed that we turn once again in this direction.

The process by which wind power is captured is through windmill-like

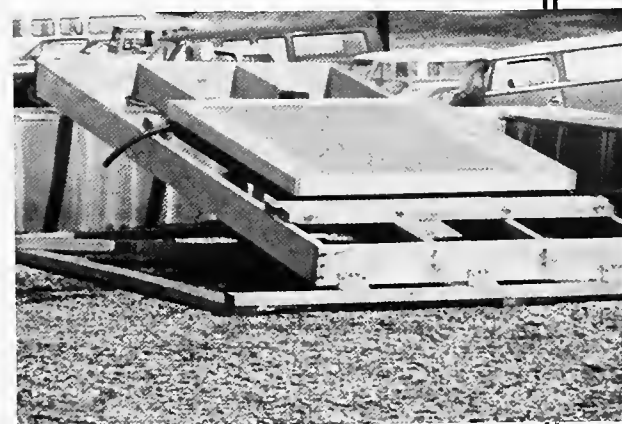
structures, capable of operating generators and producing electricity. The power is then utilized as electricity or stored as hydrogen fuel through the hydrolysis of water. There are many variations of the windmill under consideration. Research is now being conducted by Dr. W. E. Heronemus and colleagues in this area. Devices such as the New England Wind Furnace are concerned with home heating and electricity. Large hot water tanks would serve as storage systems. With a large tank, it is estimated a home would have power for four to five days if wind power was very low. To substantiate a greater part of the nation's energy demands, larger wind power machines are also being studied. Large complexes of wind power machines, arranged strategically offshore, in the Great Lakes, and Great Plains, would provide maximum utilization of solar energy. The major set back involved in wind power lies in developing an efficient means of energy storage in the event that wind power is very low over a lengthy period of time. There is also some question as to the visual pollution the wind machines would create, but it is felt by some that they would be no more unsightly than presently viewed power lines. Also, wind power machines must be built to withstand hurricane winds, ice, and water corrosion. Researchers are now involved in the construction of an experimental wind machine. Under consideration is a plan for the construction of a wind power machine in Orchard Hill. The power produced would be used for experimentation and also provide energy to light a parking lot. It is hoped the plan will be realized within the next year.

### Solar Collection

Solar collector experimentation is currently being conducted by the department of Engineering, under the supervision of Dr. J. G. McGowan. Home heating is the final product to be gained from the honeycomb type modular under investigation atop Gunness Laboratory. This modular is twelve square feet, but it is expected the average home would



Above: a model of the Ocean Thermal Power Plant. Below: the solar collector situated on the roof of Gunness Lab.



need a collector somewhere in the vicinity of six hundred square feet. In comparison among solar collectors, the honeycomb type modular offers a higher performance over the flat plate collector. The difference lies in the construction of the collector. The flat plate collector gathers energy by way of two flat sheets of glass, arranged in a wooden structure, while the honeycomb modular places a honeycomb material between the two sheets of glass for increased efficiency in the absorption of solar energy.

Another solar home heating project in progress is Solar Augmentative Heating. It involves partial solar heating and partial furnace heating. Presently, much interest is with this system. The General Electric Company may possibly become involved with this type of heating, pending notification. In addition to providing funds for the project, GE's vast knowledge would be capable of eliminating any technical flaws and aid in making the Solar Augmentative Heating system, a mass produced system, available to the American household in ten years or less.





Anstiss Miller and Florence first met on April 1, 1974, for the annual animal showing held May 11, 1974. Before the April first date, Ann went through classes in how to show specific animals to help her to decide which two animals she wanted. Ann had a choice of a cow, pig, sheep, oxen, or horse and she chose a cow and a sheep. This show is a requirement for the Dairy or Livestock Management classes of Stockbridge, part of the two year program of an Animal Science major of Stockbridge. We have followed Anstiss and Florence, her sheep, from the day she got her animals until the day of the showing.

Anstiss' first step with Florence was to build a relationship with her, which took about one week for Florence to recognize and realize that Ann was her friend. Ann went daily to spend time with Florence, increasing the duration every day, until Florence began to follow her around. The next step was for Anstiss Miller to completely clean Florence and



train her for the show.

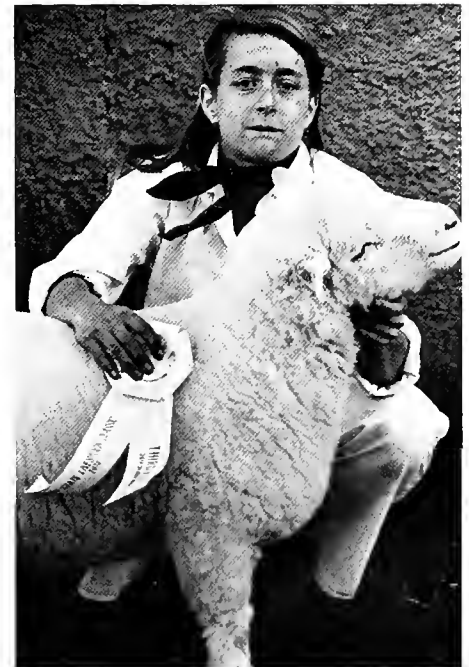
Anstiss learned showmanship in some of her classes, but learned much when actually working with her own animal. When she first received her sheep, Florence was almost grey in color. Ann had to spend a lot of time washing and rinsing Florence down before the sheep became a pure white color. Ann washed Florence with either milk oil and water or an ordinary dish-washing detergent. Ann spent at least two hours a day cleaning her, but she discovered that two hours was too much for Florence's delicate hair, so to soften it, Ann added some creme rinse.

Another important part of getting a sheep ready for a show is clipping the hair to the necessary length. Ann said that not much time was passed in class discussing actually how the sheep's hair was to be cut. Anstiss acquired some techniques of her own and showed them to the others working on the sheep. The hair first needs to be carded, or combed, so that the

hair will stand up. Also, Ann needed to make sure that the hayseeds that might have gotten in the hair of the sheep, be raked out. Then the hair is held between the fingers and clipped to one-half inch on the body. Clipping the hair on the face depends on the sex of the animal, a female has less hair left on the face than the male.

Training the sheep is the last of Anstiss' jobs. After Florence lost her fear of Anstiss, she followed Ann across the street from her stall to Grinnel Arena. There the two of them worked together on showmanship techniques. In showing a sheep, the sheep's legs must be moved around so that they form a perfect square. Also, Florence had to get used to being led around the arena.

On the day of the showing, all went well. Florence was completely clean and clipped perfectly. The sheep did everything that she was trained to do. Ann and Florence won a third prize that day. Right now Florence's



future is unclear. She could possibly be held apart from the other sheep her age, so that she can be shown next year, or possibly, Florence will be used for breeding purposes. One thing is for sure though, Florence has found a friend in Anstiss.



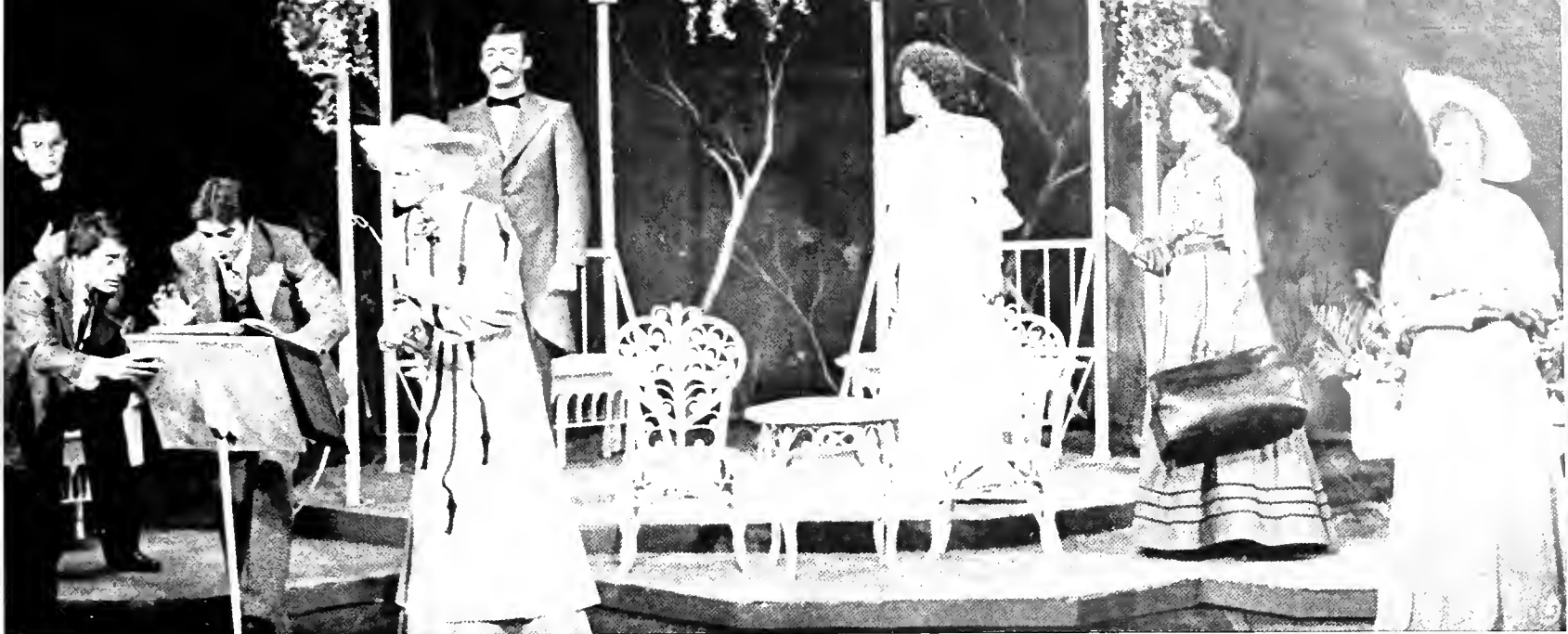
#### CAST

Lane	John McGee
Algernon Moncrieff	Alan Kurtz
John Worthing	Mark Cuddy
Lady Bracknell	Thomas Keegan
Gwendolyn Fairfax	Margery Gram
Cecily Cardew	Deborah Gibbs
Miss Prism	Kathy Foley
Rev. Chasuble	David Miller
Merriman	Edward Clark
Assistant Directors	Bruce Maza
	Millie Tessler
Movement Master	Norman Brown



Preparation





*The Importance of Being Earnest* by Oscar Wilde, directed by Marya Sednerik, was cast in September. The fall semester was devoted to rehearsal to prepare for the spring repertory season, alternating with Henrik Ibsen's *Rosmersholm* and John Osborne's *The Entertainer*.

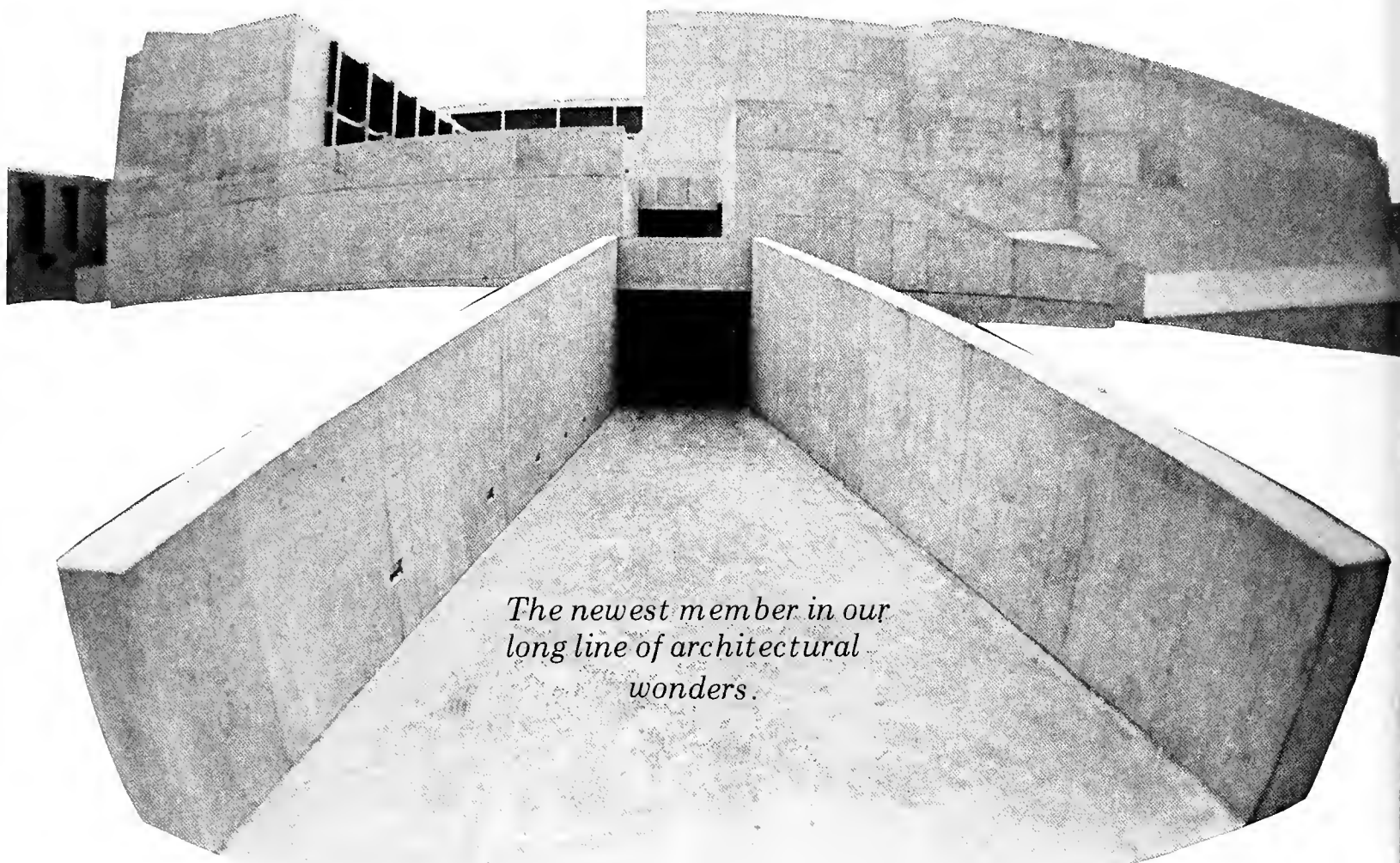
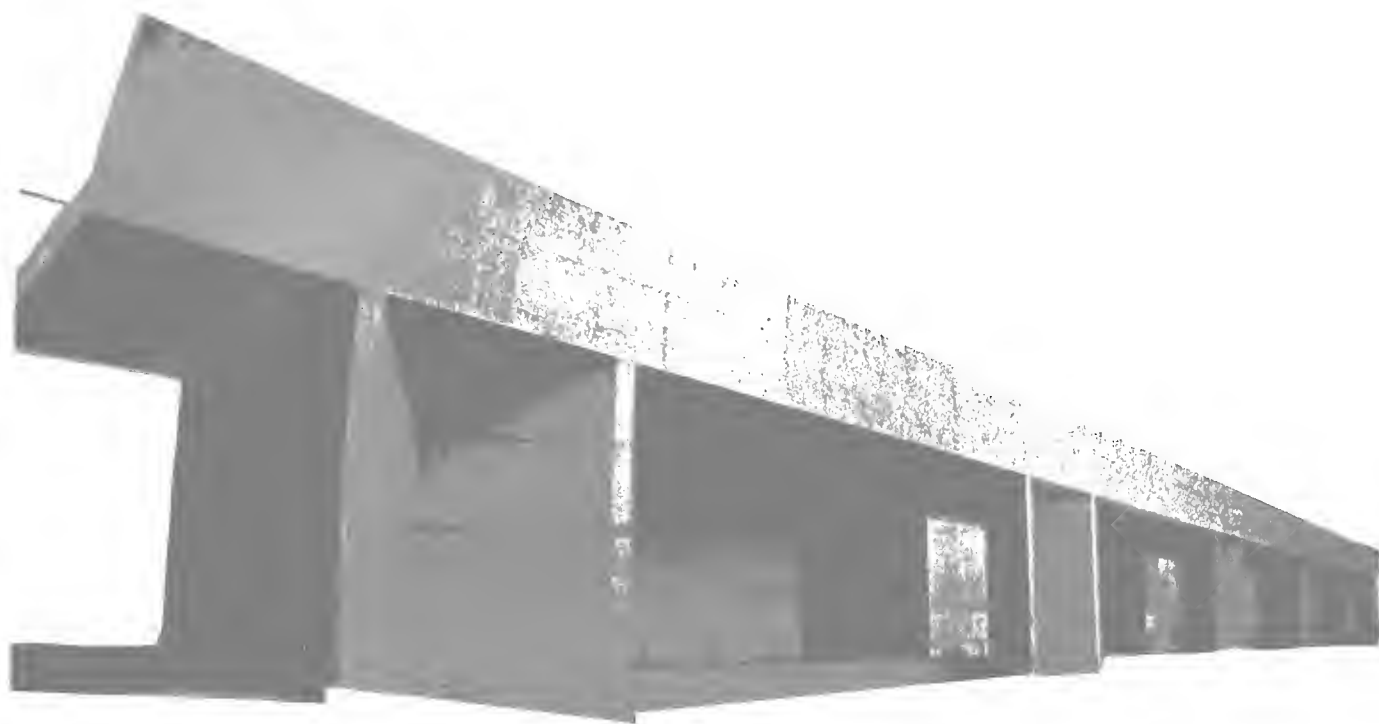
The rehearsal and performance experience, for which the cast members received project credit, culminated in an entertaining University theatre production. The set, designed by Jeff Fiala, with lighting design by John Galbreath, and the costumes, designed by June Gaeke, were also constructed by students in scenography projects during the fall semester.

The play, "a trivial comedy for serious people", is a delightful, witty picture of the inane social intricacies of the British aristocracy at the turn of the century.

## Performance



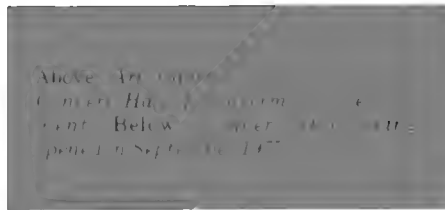




*The newest member in our  
long line of architectural  
wonders.*

What began in 1962 as an idea for a concert hall and was later proposed to also include some offices, has finally emerged in 1974 as a cultural center. Kevin Roche and Dinkeloo, a Connecticut architectural firm, preceded the construction, begun in 1970, of the sixteen million dollar Fine Arts Center which all have patiently been waiting to enter. After being allowed a sneak preview, we are prepared to clear up any questions you might have about the structure and function of the building which will open for instructional use in September 1974 and for performances in September 1975

The building will be shared by a few departments, with no one department, except possibly the theatre department, being completely housed there. The art, music, and theatre departments will have classroom space as well as faculty offices. Studios are available for use by the art department; there are large ones for instructional use in the area of painting. The sculpture section of the art department will not be using



the facilities of the new center and the art historians will remain in Bartlett Hall. A large art gallery will be used for various exhibits. The concert hall, which seats 2,055 and the recital hall, which seats 250, will benefit the musical groups which previously performed in Bowker Auditorium. Large musical groups will also have the use of large rehearsal rooms in the building. The library was originally planned for use by both the art and music department, but now may only be used by music. A theatre that seats 750 and a studio theatre, designed with a balcony, as well as workshops for scenery construction, and makeup and dressing rooms, are to be utilized by the theatre department. It is not yet known whether they will require additional space outside the building.

At a time when the fine arts are coming to have their own prominence and can benefit from the services of a notable faculty, the University of Massachusetts community will have the additional advantage of a distinguished facility in which to accommodate them.



# GRAD RESEARCH CENTER

The Graduate Research Center is a misnomer for a building complex that houses facilities for the benefit of undergraduate as well as graduate students. What in 1963 was merely a concept on paper, has gone through many planning changes and is now in the process of being completed. It was originally planned to be constructed in three phases: phase I was to be the existing low rise, phase II was to encompass the three towers, and phase III was supposed to be another low rise building at the north end of the existing complex. The twenty-two million dollar complex was designed by Campbell, Aldrich, and Nutty.

The low rise building, which opened for use in October 1971, allowed the graduate school office to be



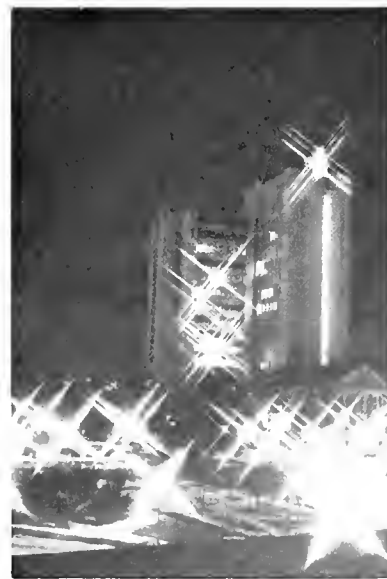
moved from Munson Hall. The basement of the building contains the graduate school, glassblowing and electronics shops, as well as the Hampshire Inter-Library Center. The Education Library was recently moved from the basement of the low rise to the University Library. The first floor houses the University Computer Center and the Center for Instructional Resources and Improvement, which deals with the functions of the Provost's Office. The Physical Science Library, Computer Science department (including lab space, department offices, professors' offices and classrooms), Water Resources Research Center, and graduate school office (records, deans, registration, admission and research) are located on the second

floor. The third floor is reserved for the Statistics and Nuclear Physics departments, along with a few Computer Science classrooms and offices.

It was originally planned that the three towers be used for the Chemistry department. However, when the university enrollment ceiling was changed from 30,000 to 25,000, not as much space was needed for Chemistry. The second and third towers were reprogrammed. Office space was designated in place of Chemistry labs. Math offices and classrooms, Theoretical Physics and some physics labs were to be housed in the towers. The completed tower (which became the second half of phase I) contains labs, classrooms, department offices, and professors' offices for the Physics, Biochemistry, Poly-

mer Science, Engineering, and Chemistry departments. Some Graduate teaching assistants also have offices in the tower. Math Department offices and classes, some labs and offices of the Theoretical Physics department, and a few general purpose classes will be located in the towers that are presently under construction.

Phase III, the second low rise, no longer exists. What was originally a vague idea for some sort of center for graduate students and was later planned to be a building that would house Applied Physics is, due to financial difficulties, no longer being planned.





## GREENHOUSES



Several greenhouses can be found throughout different sections of campus belonging to either the Botany Dept. or Plant and Soil Sciences. The greenhouses outside of Bowditch Hall and French Hall and the Durfey Conservatory all are a part of Plant and Soil Sciences. The ones outside of Clark and Morrell Hall are in the Botany Dept.

The alpine house is the greenhouse attached to Clark Hall. All the cold climate plants are grown and studied in that building. Morrell's four greenhouses are a little over a year old. The whole area contains the four greenhouses, storage areas, a growth chamber room, a potting room and an office. Right now the growth chamber room lacks the necessary electronic power to run the seven

chambers, so that only three are working. The Physical Plant hopes to fix the power shortage over the summer to complete this botanical area. A growth chamber is a large metal box that provides a very controllable climate to allow plants to grow under certain conditions or for planting seeds to grow.

In the four greenhouses there are different types of plants to be found. A greenhouse exclusively for tropical plants is the first of the buildings. Inside this house there is a mechanism for simulating the climate of a tropical rain forest, several water sprays that either are on continuously or are on for fifteen minutes every hour. The plants are rather exotic: some that produce colorful flowers and other, like the Venus Flytrap,



that eat insects.

The next two buildings are for experimental plants. The climate for the plants vary between the two buildings; one could find a hot and dry building or a rather warm area. Researchers are doing such experiments with the plants as discovering how water pollution from mills effect the plants or studying the genetics of plants, or studying cellular structure. The plants in these houses are all abnormal in genes, although they are very similar to the normal plant.

The last of the four greenhouses is the building for the permanent collection of plants. These plants are the ones used for different Botany classes when a certain type of plant is needed for a demonstration or a lab.

The university greenhouses operate all year. In these houses there are no bugs, except bees; all spraying for bugs takes place on Wednesday, depending on the weather. No personal plants are allowed in the greenhouses for fear of bringing in bugs or disease. Any plants that are brought in from the outside are stored for a period of time in a guest chamber that cleans the plants. The greenhouses offer plants that the researches do not need any more to students who are interested. Also, they provide potting soil to those who need it. The students must bring their own containers for the soil or the plants, because there is now a shortage of plastic containers.

Ronald Beckwith is the greenhouse manager and he works with two as-

sistants. Mr. Beckwith declared that we are now in the middle of a plant rage. He feels that more students are more aware of their environment and a plant's contribution to the earth. Also, more students than a few years ago know how to take care of many different types of plants and are used more of an ornament. Many students have been going to the greenhouses to find plants that they like or have a place for in their homes or dorms.

Already the greenhouses are too small for the amount of experiments that need to be done. In the near future there are no plans for new buildings for the greenhouses, but soon the administration will have to face additional space.



What do you do with an obsolete library, anyway? Here's what we're doing with ours.

The building was known to most seniors as Goodell Library — or just "the Lib" — and housed approximately 800,000 volumes for reference use and required reserve reading with a few general study areas. With stacks on all six levels students often made the attempt to climb down into the hot, dark, musty stacks on Level 1 to search out that all important book, only to find it gone and among the missing.

But all this changed with the opening of the new University Library and during the summer of 1973 Goodell Library was emptied. For most of the academic year '73 to '74, much of Goodell has remained as empty stacks and chairs piled on tables with the reserved reading room strangely vacant. Many of the doors in the building have been locked and the mezzanine has been dark; but slowly the corners of the building have become occupied by different services and offices.

Goodell is to be renovated as soon as the University can obtain the necessary funds, states Jack Littlefield of the Planning Office. The 1934 building and its 1959 addition will be renovated to ultimately house classrooms and offices. In the interim, Goodell is being used as transitional space to house various University functions and services which have grown, or are being juggled while other buildings, such as Hills, are being renovated.

The sixth floor is presently being used for classroom space, and is under the control of the Scheduling Office to allocate the classrooms as needed. The Audio-Visual Center

moved in during late August from Thompson Tower and now occupies about eight rooms on the fifth level. The University's film library is handled by the A-V Center, which also stores and maintains the audio-visual equipment and produces instructional slides and tapes. The A-V Center also has storage rooms on the third level of Goodell and a darkroom located on the second level.

The Everywoman's Center moved to fifth level in October of 1973 from Munson Hall where it began as Project Self in 1972. Project Self offered courses and counselling for women returning to school and was staffed with one paid counsellor and volun-





Left: A machine in the AV Center that cleans each film. Right: Everywoman's Center.



teers. In the short span of a year-and-a-half, Project Self has grown to the Everywoman's Center with a staff of 42. Filling the large, high-ceilinged paneled room on the fifth level, the Center seeks to counsel women returning to school, develop a feminist arts program and offer employment counseling for the women on this campus.

Located next door to the Everywoman's Center is the Carnegie Project for Women, which seeks to encourage more women to become professionals in fields traditionally chosen by men. The program, begun early in 1974, will also offer opportunities for students to serve as interns in

various fields. Behind the Carnegie Project, on the fifth level is the Communications Studies Lab and several offices of the Speech department.

Taking up a large part of the fourth level are the Accounting Purchasing Offices, which were previously located in Whitmore. Also found on this level are the offices of BDIC (Bachelors Degree in Individual Concentration), which is a program in which the students create the major they want through a program of interdisciplinary study. To be accepted into the BDIC program, a student must submit an outline of a course of study and goals to be achieved, signed by a


faculty program has grown rapidly and presently has 400 students following an individual course of study.

The Outreach program moved to the fourth level of Goodell from Arnold House in February, 1974. Occupying two rooms and staffed by student volunteers, Outreach acts as a channel for academic credit for the 200 participating students. Through this newly developed program, students can receive credit for outside experience relating to their field of study.

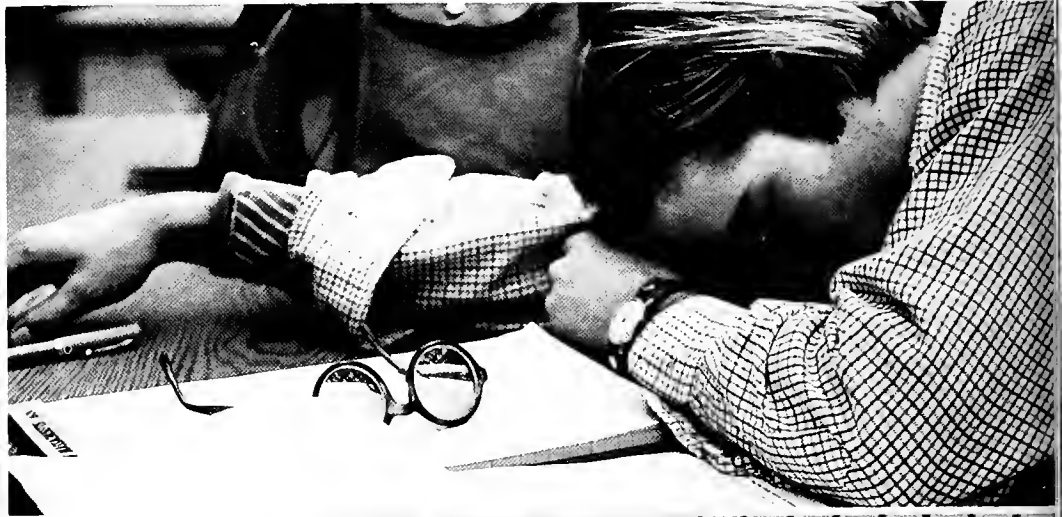
The third, second and first levels of Goodell are primarily under the control of the Property Office and are used for storage of surplus furniture and state property. There is a small Physical Plant shop on the third level, and a storage room for the Physics and Astronomy departments on the second level, but the lower levels are mainly quiet now.







## UNIVERSITY LIBRARY



In the summer of 1973 the new University Library opened to the public after almost a decade of work and effort on the part of many individuals. Not long after the occupancy in 1960 of the new addition to Goodell Library it was noticed that with the expansion in the university additional library facilities would be needed in the near future. By February, 1965, a planning committee had been established a building program had been formulated, the university's campus consultants, Sasaki, Dawson and DeMay Associates, had made recommendations on possible building sites and the internationally known architectural firm of Edward Durell Stone had been selected as the architect.



By late 1965 the design decision to build a twenty-eight story building on a two floor podium on the site east of South College was made. This design was approved by the Board of Trustees in early 1966 and the preparation of the final architectural plans begun. On April, 1969, the ground was broken for the new building. In September, 1969, 2600 cubic yards of concrete were poured continuously to form the base of the new building. "The Great Concrete Pour" required the combined output of three cement plants, two shifts of over fifty men each and approximately thirty five trucks making twenty five trips each. By September, 1971, the building had been topped off and by June, 1973, Goodell Library was moved over to the new University Library.

During the past decade, the University Library, like the university, has grown tremendously and changed in many ways. In 1962, the Library had a collection of 252,000 volumes, a staff of fifty seven and no program of library automation. In December, 1972, the Library had a collection of 1,500,000 volumes, a staff of 208 and an active program of library automation.

The new University Library is one of the largest U.S. academic library buildings. The 405,000 square foot structure provides seating for about 3,000 readers and has a potential capacity of 2.5 million volumes. Two of the levels, the third and sixth, have been left out, but the building is designed so that they may be added at a later date when additional space is required. The two top levels are mechanical floors so initially twenty-four floors are open to the public. The total project cost is \$16,800,000 including \$850,000 for equipment. The equipment budget is much smaller than those of other recently completed library buildings of smaller size as a result there are some equipment deficits.

Much of the Library's activities are centered in the main level which is accessible from two stairs leading

from the entrance level. Originally, access to this level was to be by escalators but budget limitations necessitated substituting stairs. Located on the main level are the card catalog, the reference desks and collection, current periodicals and newspapers, a browsing collection, college catalogs, a copy center, new books display and the microform room. The Main Level also includes office and work areas for most of the Library's staff; Technical Services, Reference and Interlibrary Loan, Public Services, Systems and Bibliography. The Bibliography Division is together for the first time in one location and in an area adjacent to the card catalog and the reference collections. Technical Services are located in the north end of the level. Although floor space is limited, all of the departments within the Division are located in one area in an arrangement that expedites the rapid processing of library materials.

The high rise portion of the structure contains general, individual and department studies, book stacks and Special Collection Archives. The 26th floor is the highest usable level of the building. It is enclosed by glass walls and surrounded by promenades with magnificent panoramic views of the campus and surrounding area. This colloquium floor features lounges and lecture rooms available for library and book-related meetings and programs. The second level houses the Circulation Services, bringing together their principal work areas for the first time. In addition to the area occupied by Circulation, Reserve and Stack Maintenance, about one-third of the floor is devoted to a reading room.

Of the twenty four useable levels in the tower, twelve stack floors hold the bulk of the collection. These are alternated with six floors of individual and departmental studies so that there are two stack floors between each study floor. Each stack floor has a capacity of 125,000 volumes. Thus from each study floor, stacks with a

capacity of 250,000 volumes are only one flight of stairs away, and stacks with a capacity of 500,000 volumes are within two flights. On each study floor are a typing room, a building telephone so that readers can query library service desks without returning to the main floor and a small room for the use of handicapped students. On three of the study floors small coin operated copiers are available and on one floor a number of computer terminals are installed which connect the user with the University Computer Center.

Each study floor contains six department studies and individual studies for 86 readers. There are ten large individual studies on each floor which are assigned to two persons each. Individual studies are available for faculty, graduate students and honors students doing library research.

The new building can accommodate approximately 3,000 readers; nearly three times as many as Goodell Library. In addition to the reader space available in the departmental and individual studies, each stack level has fifty-six carrels around the perimeter of the building, over 300 seats are available on the main level and another 572 seats available on the general study levels on the fourth and fifth floors and on the Circulation/Reserve level on the second floor. Access to the latter three levels is also available through a separate staircase on the east side of the building. By opening the east lobby it is possible to keep these three floors open after the rest of the building has been closed.

Even with the new space the library has problems that must be worked out. UMass-Amherst has already set up programs with UMass-Boston and Worcester, but this is not enough. The University Library is going to need to find a library partner with either the Boston or Albany libraries. It is hard to imagine that our new library is going to be too small in the near future, but already authorities are working on this problem.



## NEW AFRICA HOUSE



New Africa House functions in a number of compensates for the Third World Community in the five college area. As well as providing a spiritual and cultural link with our heritage; it also serves a number of day to day needs. Most popularly known about are Afro-American Studies and the CEEBS program. Less well known is the Lumuba Hut, a snack bar providing nutritious black cuisine as well as a quiet setting to enjoy your meal. There are two day schools and a barber shop which provides convenient services to the Black community. In addition there is a dance studio, the art gallery and a large study hall located in the basement, the first floor and the second respectively.

New Africa also provides space for Third World organizations on campus such as: Afro-Am, Harambee, Drum Magazine and the Black Scientist Association. It is the home of one of the country's most respected departments of Afro-American Studies.

The New Africa House is an entity unto itself, a self governing body. It is governed by the New Africa House steering Committee which is composed of the Black Scientist Association Caribbean students, Third World Central Area, Black Caucus of Southwest, Upward Bound, Black Student Psychological Association, CEEBS, Department of Afro-X American Studies, African Students Association, Drum Magazine and Black Action Team.

Dedicated to Black cultural education, propagation and preservation, the Center is expanding as rapidly as the Students' need. There is a great amount of pride generated around the House and unspoken promise by everyone to increase it's service to the community. Plans for next year include: adding space for the Black News Service and the Black Mass Communications Project. Just two more ways of expanding the scope of New Africa.







# UMASS BOSTON

The University of Massachusetts in Boston opened its doors on January 28, 1974, to an enrollment of 5700 students. UMass-Boston makes the third member of the University of Massachusetts system joining UMass-Amherst and the Worcester Medical School. The new Boston complex enabled the school to move from the crowded former office building in Park Square to the Columbia Point site.

The \$133 million campus was built on the old city dump spot and is about three miles from downtown Boston. The building was nearly finished, but a few workmen remained for some final work and gave directions to bewildered students. The complex, consisting of several buildings, built overlooking the Boston Bay part of the Atlantic Ocean.

Eighty percent of the students used public transportation. A garage is available, but only one thousand checked into the facilities, two hundred less than expected. The fee of the garage has been primarily set at \$1.50, but will be adjusted to underwrite the shuttle bus service.

An expansion of the campus will be more difficult for Boston, being surrounded by ocean and the Columbia Point housing complex, than Amherst with its open spaces. For now there is an adequate, long awaited and deserved campus for the eastern Massachusetts' student or the student interested in state-owned education offered in the city. Like it was for the Amherst Aggies, UMass-Boston is the beginning of a rapidly growing monster.



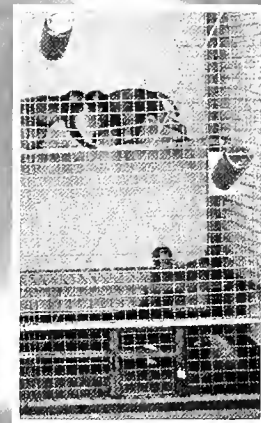


# TOBIN HALL

The planning for Tobin Hall began about 1962. At this time in the Psychology Department there were nine faculty members, and the expected growth of the department was to add between twenty-one and thirty-one new members of the faculty. The administration doubted the Psychology department's figures and felt that if a Liberal Arts Building was constructed to house the Psych. Dept. and a few others it would solve the lack of space problem for Psychology and save money at the same time. Five years later, the Psych. Dept. was in their rapid growth period. More students were taking Psych. courses and becoming Psych. majors than was expected. In 1967 the faculty numbered twenty-two. The Psych. Dept. changed their projected numbers of faculty size to sixty and a little over one hundred-fifty graduate students, which is the current size of the department. It was then known that the Psych. Dept. could not share a building with another department.

About five million dollars was appropriated (plus a five percent inflation allowance) for the Liberal Arts Building in 1963. Rapid inflation hit the money for this building and cut the equipment funds by about twenty-five percent. A request for seven hundred thousand dollars more was eventually granted. By 1967 the university knew that the building would house the Psych. Dept. only; two years later construction began. The architect of the building was Barry Coleth and the builders were the Fontaine Brothers. The Psychology Department started to move in by October of 1972 from their areas in Bartlett Hall, Middlesex and Berkshire House. Everyone who was moving over to Tobin was in by Thanksgiving of 1972.

Today the Psychology Department is located in Tobin mainly, but they still have some space in Bartlett.



Middlesex and Berkshire. Tobin houses many crucial parts of the Psychology Dept. important not only to the school and dept., but also to the community.

The first floor of Tobin has the Psychology Service Center, which provides a mental health clinic for the public and training for students majoring in Clinical Psychology. The necessary mechanical room for heat, electricity, air system, etc. and a room for storage is also located on the first floor. In addition, a third area

completes the rooms on the primary level; an electronical and a metal shop can be found there too. These two shops make much of the research equipment needed by the dept. Either the graduate student, or the professor can do the work themselves, or give the ideas to one of the men who works in the shop and he will do it for whomever wants it.

The second floor includes one large classroom and research space. The research space is many different size rooms equipped for large discussions

or small conversations. Some of the rooms have two-way mirrors. All are decorated in a comfortable, modern, colorful style. One of the most amazing rooms on campus is also located on this floor, a soundproof room. The room is filled with foam pyramids on the ceiling, all walls, and the floor. The floor has a chicken wire across it to allow people to walk around without touching the foam. When standing in the room with the vault-type door shut it is impossible to hear any sound, even if it is a scream. Also your ears pop in this room. A well-equipped computer and date is also on this floor.

The third floor is used for classroom space and different types of research space. Also some offices are found on this floor. The next three floors, although including different things, are set up in a similar manner. On the outside edge of the floor are offices, lounges, classrooms, and seminar rooms. The inner edge contains research space.

Monkeys, rats, cats and pigeons are housed on the fourth floor. The fifth floor contains more rats, guinea pigs, and hamsters. The sixth floor holds other animals. The Psychology Dept. has three full time animal men to watch over them and make sure they are fed.

January of 1973 brought a major fire to the fifth floor which has not been repaired as yet. The fire destroyed most of the research area and ruined many thousands of dollars worth of equipment. Some of the fire-damaged floor has been cleared for some work. The money has just been given to the department to fix the floor, so that it will probably be fixed for next year.

Tobin is a building that was very much needed, but now is already too small. Tobin helped the department come together and hopefully, Tobin can grow to keep the Psychology Department together.

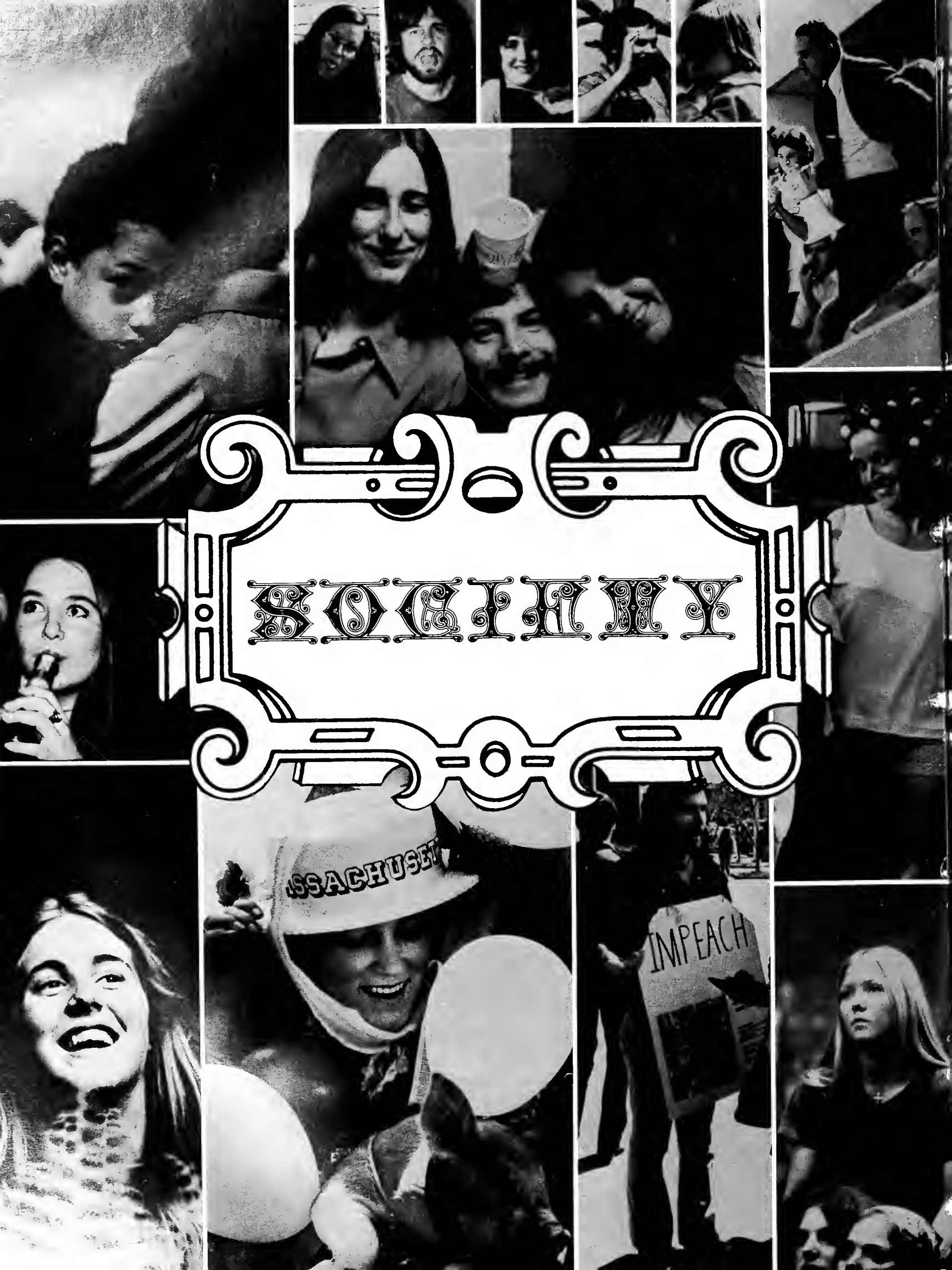




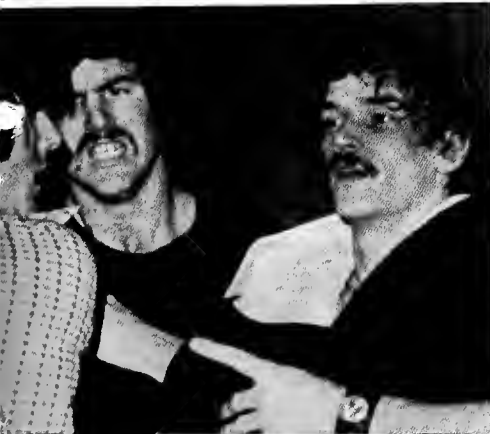




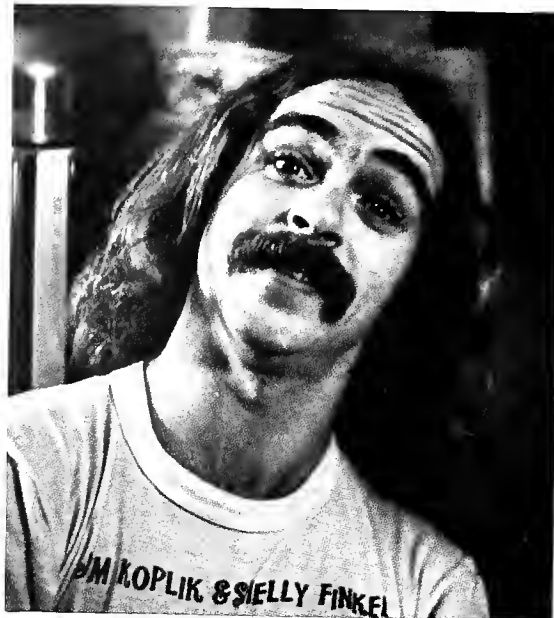
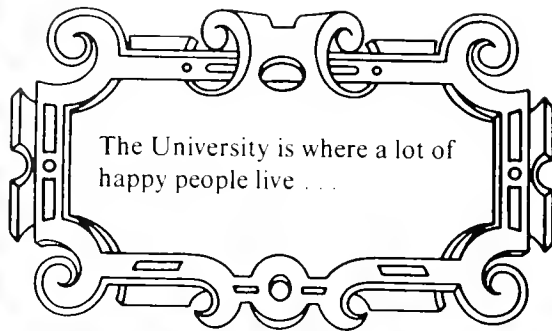


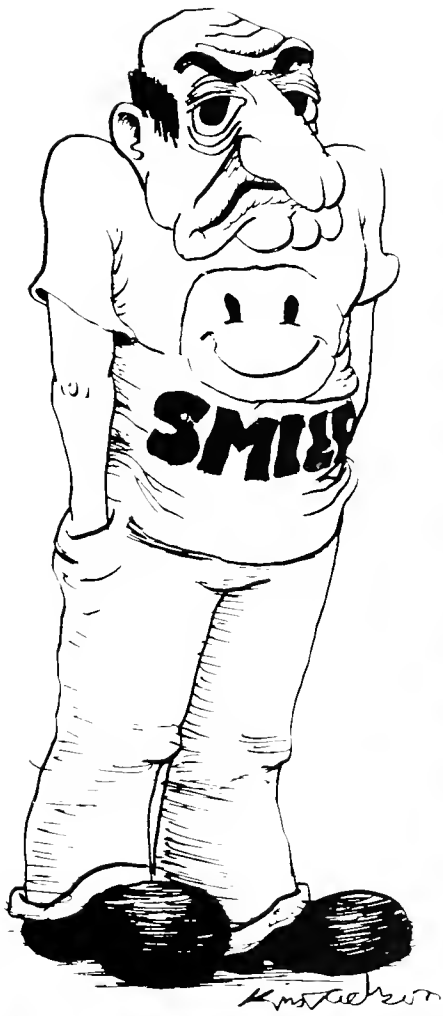


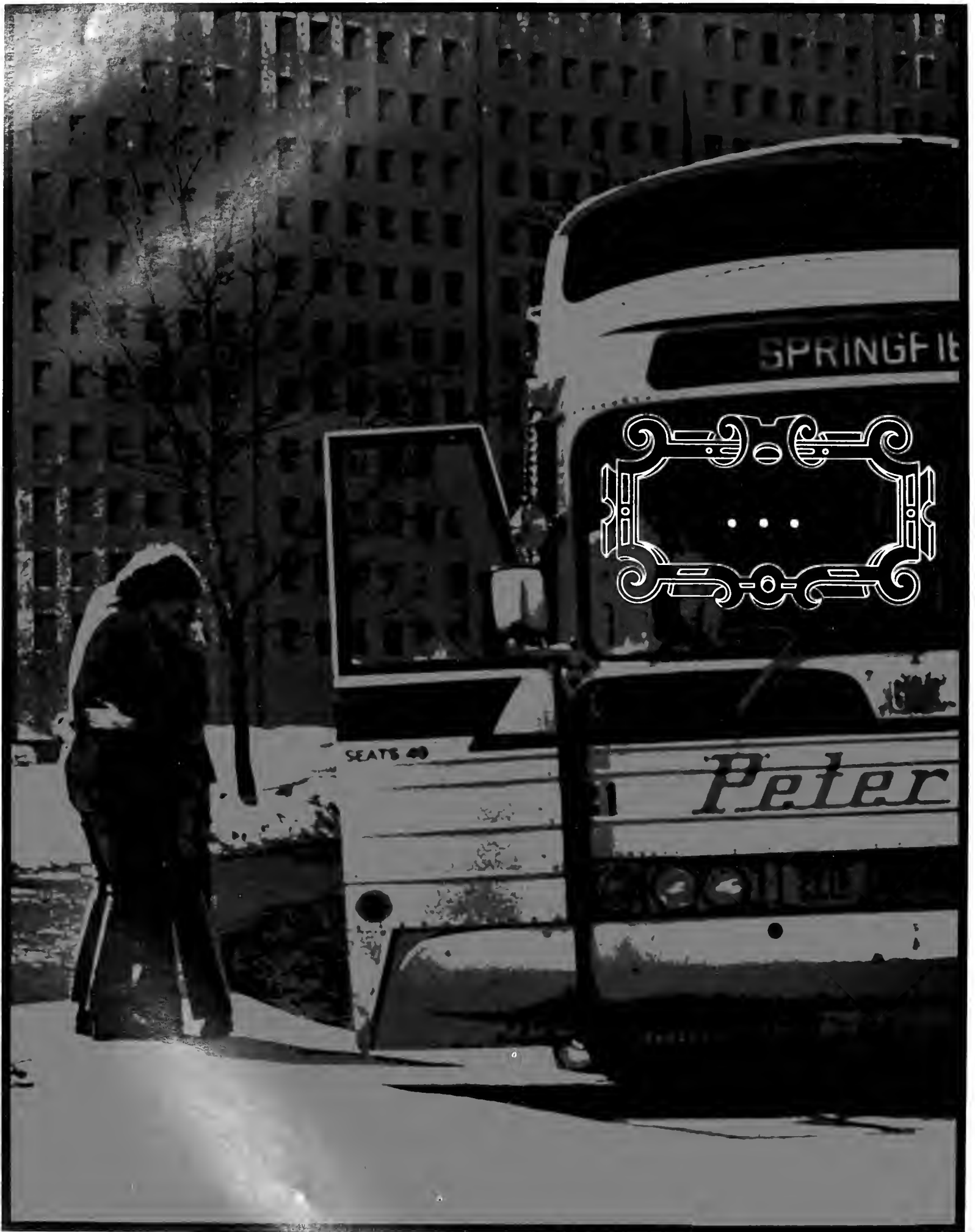
# SOCIETY







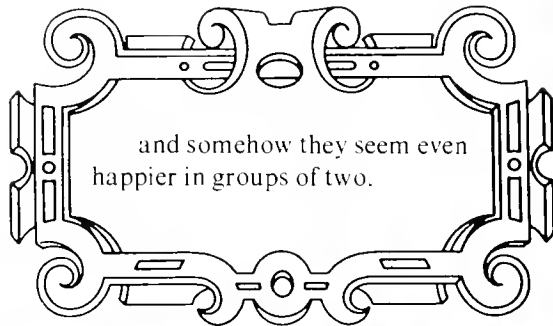












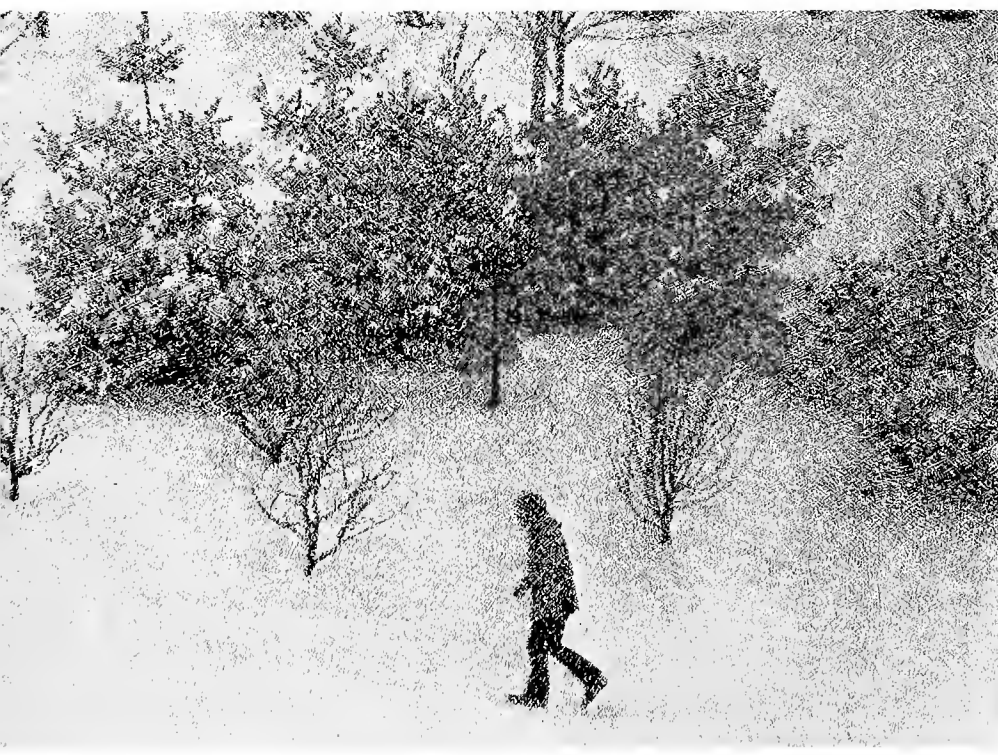




Although there are alternatives, walking is still the most reliable form of transportation.

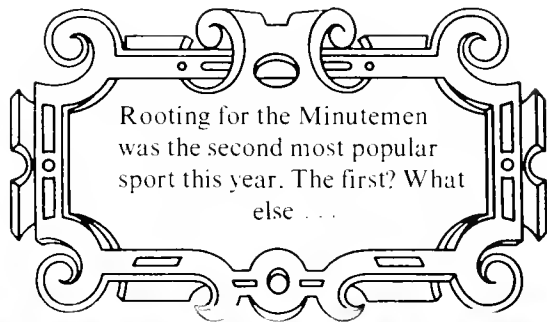








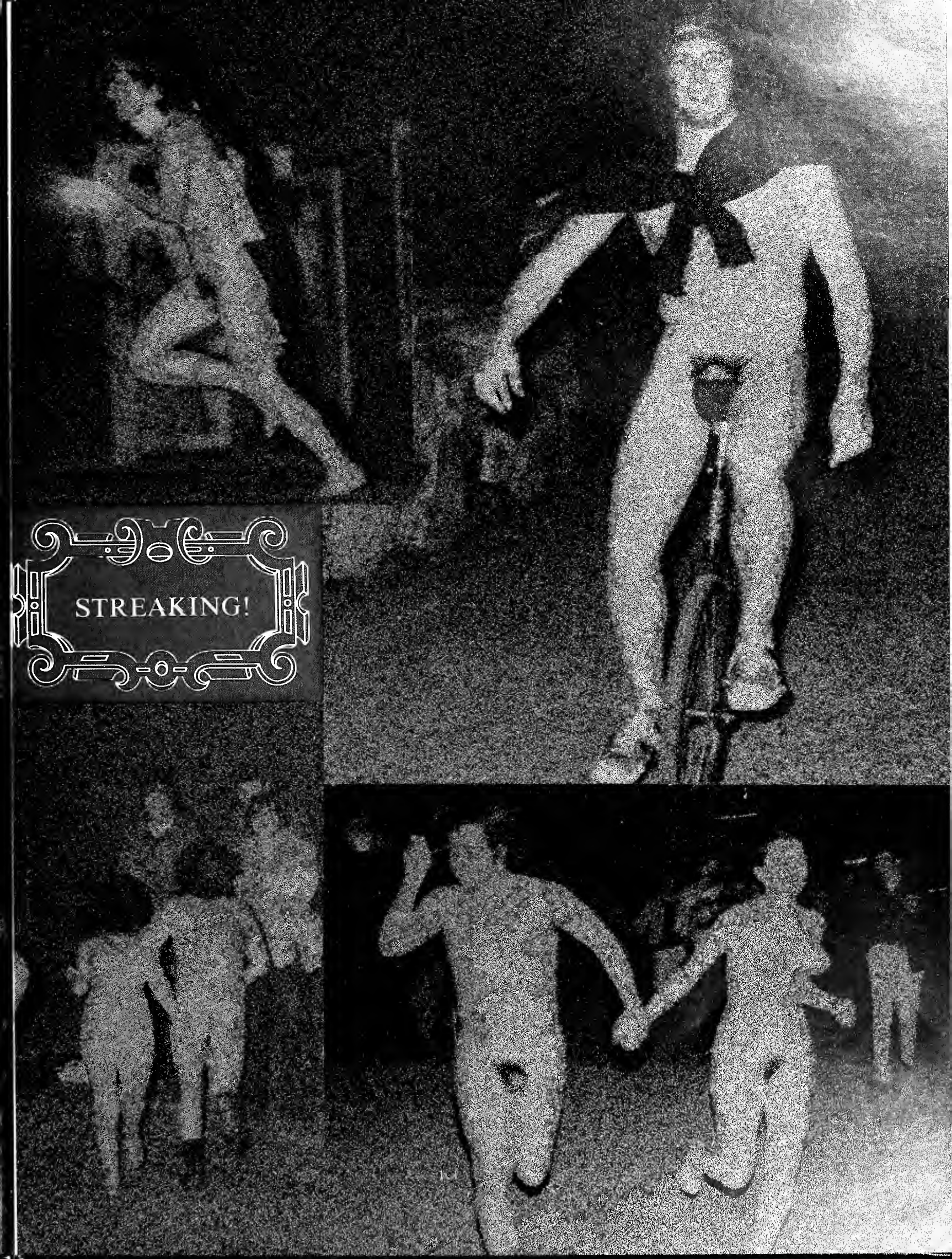






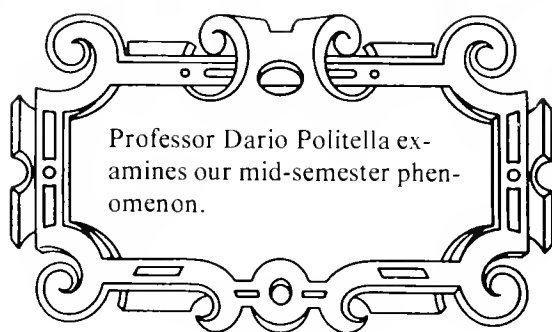






STREAKING!





Professor Dario Politella examines our mid-semester phenomenon.

The streak is not for the meek.

That's the very first conclusion to be drawn from raw data available from the studies, both textual and photographic, that have been appearing in the nations press.

It takes guts to practice what students have been preaching, since their coming out of the campus doldrums that followed those halcyon days when they drove goldfish down their alimentary canals.

Nowadays they're letting literally it all hang out.

And from the other side of the lectern, the professors see that this is good.

As student-watchers of experience and devotion some professors are predicting that a result of streaking is that campus lifestyles will be better. And streaking is only the first manifestation. For as soon as students succeed in exercising this devil within they'll find another.

Like inhibitions about dress, contempt for age proofs, distaste for the Establishment they will inevitably join marriage and motherhood.

Streakers are obviously the leaders of the New Generation. For they are already putting into practice what the White House has been practicing since Watergate 1972: hide nothing and keep America moving.

An editorial in the University of Maine student newspaper recently suggested that even President Nixon might be able to regain some of his credibility if he streaked from the White House to the Justice Department, in front of television cameras.

"The American public would cheer the President for finally exposing himself."

Further proof, if needed, that

the streakers are heading for fame and fortune in politics is indicated by the heady slogans they have conjured.

"Have you got the cheek to streak?" is the challenge at the University of Louisville.

"Stop your grin, drop your linen."

The echo comes from Berkley, where University of California students have been smarting at their apathy, since Mario Savio led the Free Speech Movement in 1964 that began the student revolts that spread across the country. In 1974, their cry became "Hell yes, we'll undress."

Mad Ave couldn't have done better. But then, in the eyes of the New Generation they're too meek to streak.

The spring rite of barreling in the buff has come as no surprise to academics, both teaching and administrative who know the fullness of the moon and the approaching vernal equinox portend that the saps would soon be running. It's happened every year since the Greeks began their Olympiad with a run in the raw.

Three Yalies remembered. And they



streaked the streets of New Haven accompanied by a fully clothed guide carrying a torch.

And as if to emphasize the educational aspects of the new campus caper The New York Times has reported that even a trio of streakers appeared at a lecture on Roman history at Princeton University, "It could not be immediately ascertained whether they were attempting to illustrate the discussion or to comment on civilization's decline or fall."

Another aspect of the streaking movement which has aroused admiration among professors is the talent for organizing which has surfaced on the campuses.

Directing the dashes at St. Louis University is the National Collegiate Streaking Association. At the State University Center at New Paltz, N.Y. it's the New Paltz Intramural Streaking Club.

Under the banner "We have nothing to hide," some Harvard students run the gauntlet organized as FUDA Fully Unclothed Dashing Activists.

And while "streak control" is into things at Texas Technological University

activities at Indiana University are decentralized into outfits like the Colonial Crest Apartments Streaker Club and the Dunn Hill Apartments Streakers.

But the group that has shown the most imagination at least as far as English teachers are concerned is at Penn State. Someone there with an appreciation for acronyms has conjured the Association for Student Streakers (A.S.S.).

To streak undoubtedly is not for the meek.

Where did it all start?

Professors with a penchant for history have looked to the popular press for the answer.

An editor at the University of Bridgeport's student newspaper says it all begun at the University of Maryland in November of 1973. One press service credits University of Florida. And at the same time it discovered one Fred R. Pierce, who was expelled from Stanford University in 1918 for sprinting his bare bottom past sorority row. Now 74, Mr. Justice Pierce is retired from the California Appeals Court.



There are other conclusions a professor may draw from the serious side of the podium. Former University of Massachusetts president John Lederle, who now teaches political science at the Amherst campus, has told his students that "It's better than painting clenched fists on the buildings."

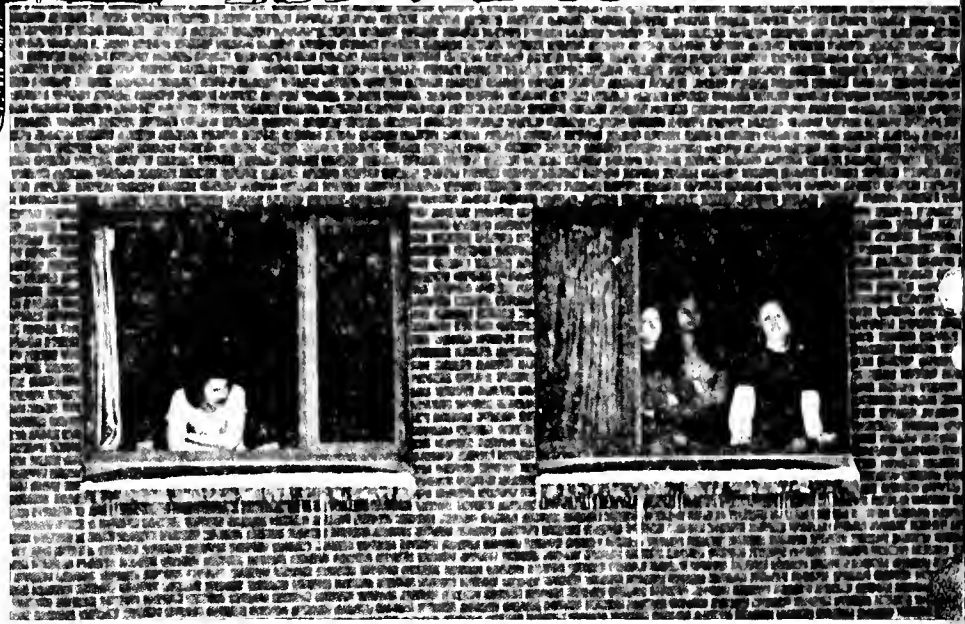
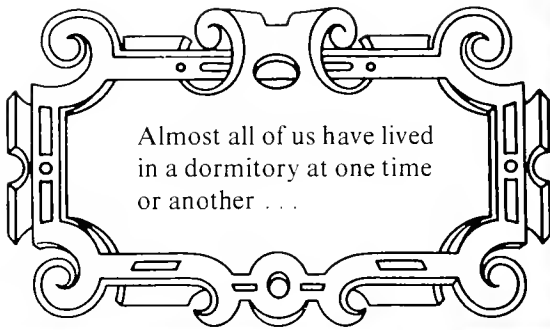
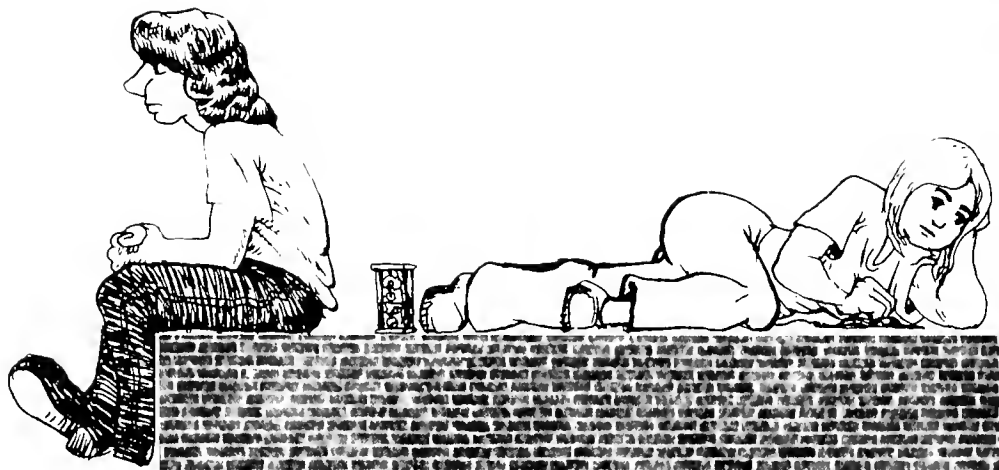
At the University of Maine at Crone there was a suggestion that streaking be adopted as a varsity sport with annual Big Ten playoffs in a "Lady Godiva Bowl."

And under a photo showing nude couples at the end of the sprint, a University of Massachusetts Daily Collegian writer asks, "What is the student body coming to?"

At Indiana University a psychology major told an inquiring newsmen that "The whole practice is insane and shouldn't be analyzed."

But from a professor's point of view streaking can be scholarly.

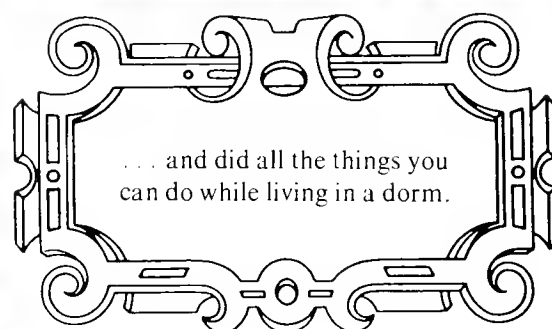
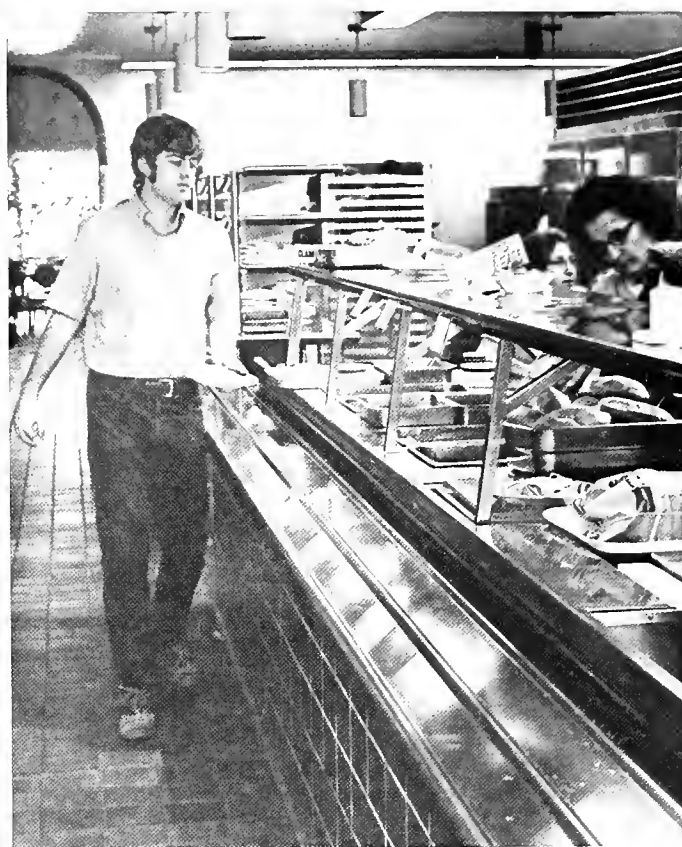
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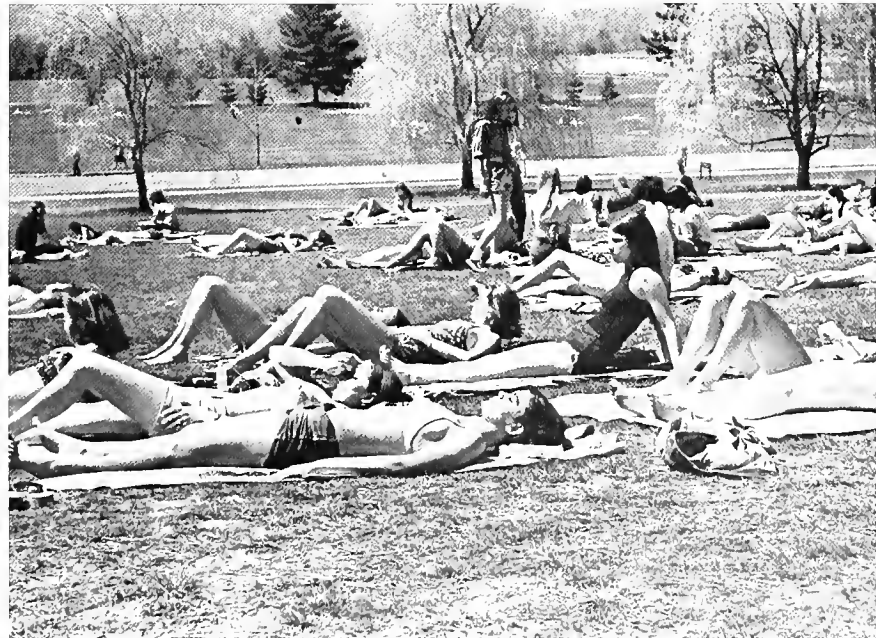
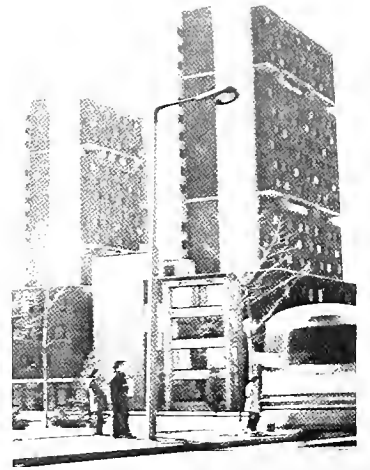






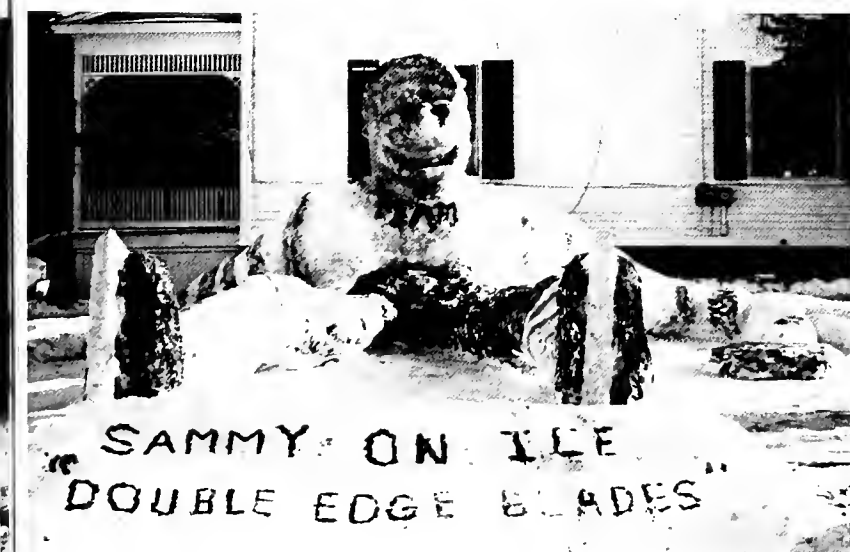






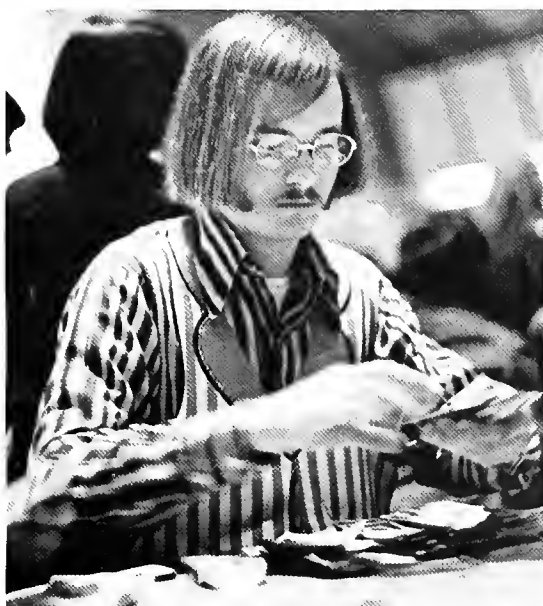






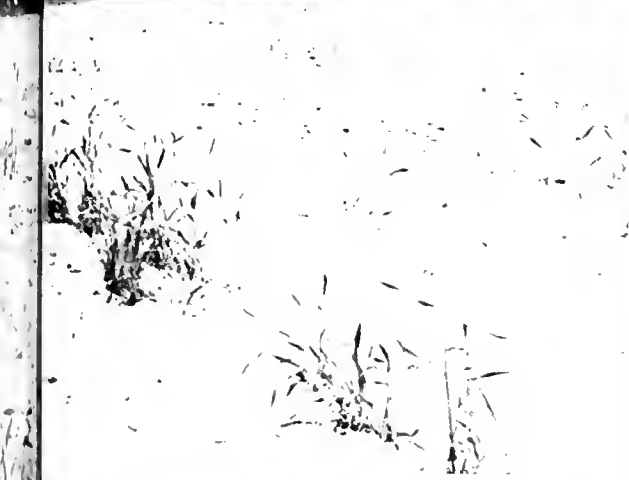
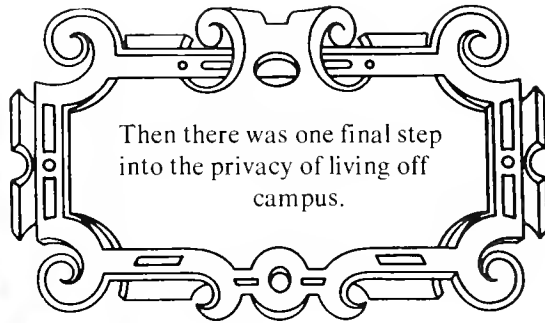


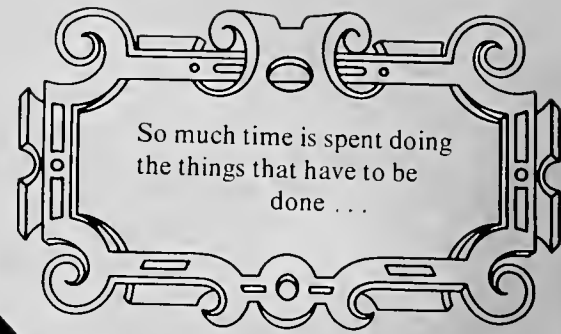






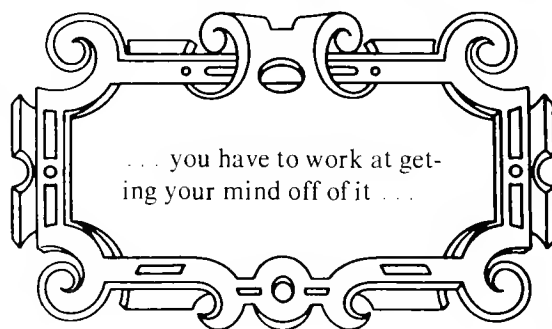




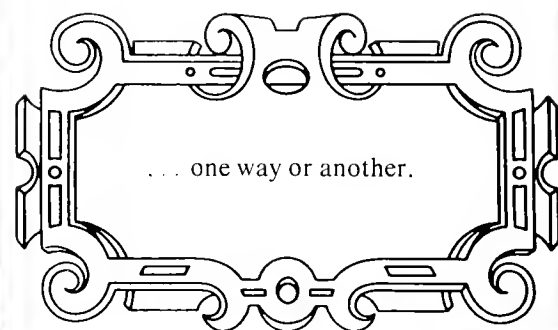




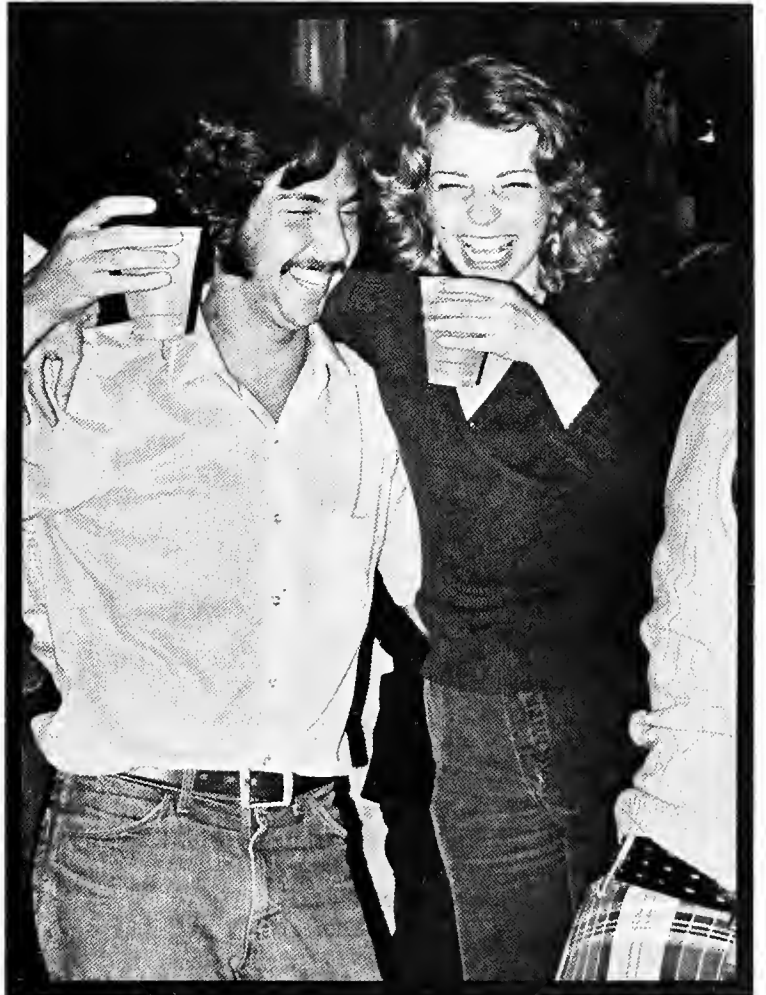








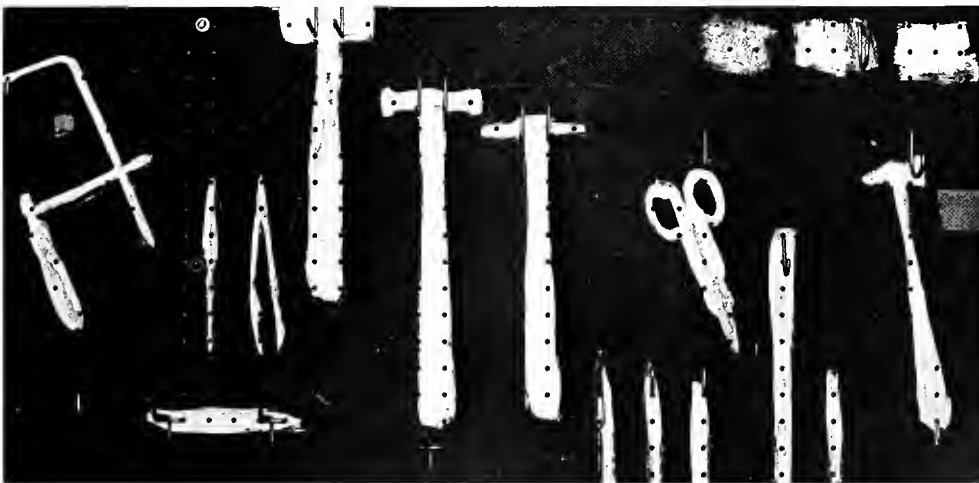






# Extra-Curricular







## Black Repertory Theatre

An adaption of Chinoinis Achebe's classic novel, "Things Fall Apart", was presented by the Black Repertory Theatre. Esther Terry, a member of the company, adapted the novel for the stage and directed the production.

Mr. Achebe's novels deal with the cultural clash between traditional African modes and the colonial presence. Recognized internationally as masterpieces, the novels have engendered the modern school of African fiction.

The Black Repertory Theatre is made up of students from the valley and faculty from the Five College area. The production represented the creative collaboration across disciplines of two members of the Five College Black faculty, and was the most ambitious undertaking by the theatre to date.





# STUDENT GOVERNMENT ASSOCIATION

Parents who are trusting their children to make a new world out of the bureaucracy-ridden governments of their generation — forget it.

In Massachusetts it is especially true, because the Commonwealth is well known for its political patronage and top-heavy governing system, where over 8.5 percent of the state's entire labor force are on the public pay roll.

Students of the new generation now preparing the political takeover from their parents appear to be going their parents one better.

In a community of 22,000 students, over 400 are involved in school government. And the issues aren't proms, parties or picnics, either. They manipulate student taxes and student policy. They not only

decide how much students will be assessed each semester, they also divide the money and distribute it in the "best interest of the students."

These student leaders are not dealing with petty cash. They have control of more than half a million dollars per year. In 1973-74, the budget for the Student Senate was \$863,000. For 1974-75, the budget is closer to \$1 million.

While the money was distributed to 46 organizations last year, more than 50 have applied for funding in 1974-75.

The money goes to the student newspaper, radio station, yearbook, or any of a long list of groups.

But, the money allocated to student government groups, like the area govern-



ments, has a long way to get to where it is going. Money appropriated to an area government must be distributed to organizations and committees in that area. For example, Southwest Residential College (SW), received \$32,000 for the 1973-74 school year. That money was then budgeted by the SW Budget Committee and distributed to the Women's Center, Center for Racial Understanding, Black Caucus, Resource Center, Academic Affairs Office, Hampden Student Center, plus the Assembly's Committees and any proposals that came up during the year.

For the governments, distribution of funds is not extremely complicated. But, for the group that wants the money, there is a bureaucratic back-up comparable to the present system in Washington, D.C.

Money is available from sources other than the student government. The Provost has funds, the Vice-Chancellor has funds, and there is a Cultural Enrichment Fund (CEF). To share in this bo-







nanza, one needs only to know who can give money to whom, the proper order in which one must climb the ladder to the money, and who "the godfather" is on top.

A dorm government decides it needs funding for an activity or House improvement. First, it must tap CEF money; if there is no money available, the students can go to either the Vice-Chancellor or their area assembly. However, if their need is not included in the criteria of the CEF, then the dorm can go directly to the other sources.

If the dorm decides to go to their Assembly, the request is brought before the Finance Committee. There it can sit or it can be sent to the Assembly with a recommendation. At the Assembly, it can be debated, tabled, passed or defeated.

If defeated, a dorm can try the Chancellor or the Student Government Association or they can try to raise the money themselves. Raising money is usually the easiest, but there too, there are compli-

cations in the system in trying to get an event approved.

If the money is approved, the dorm must wait for the money transfer from the Assembly to the dorm, via the Recognized Student Organization Office (RDO). If the proposal involves a work order for the Physical Plant, there is a long wait for the plant to call the num-



ber. There are certain procedures that must be followed throughout the process, and leaving out any procedure could result in delay. It took one dorm almost a year to request, get approved, and receive exercycles, for example.

Like all government systems, some get money and some don't. But all must follow rules for getting funding, or to find the proper loop-holes. One technical error can mean that the funds are cut or frozen at the direction of student leaders, their constitutions and their Robert's Rules of Order.

"Playing politics" is as important to student government as it is to the real world's political systems. Student government, like all government, is made up of persons with axes to grind. Some of them are House representatives. Vying for top priority, each is convinced that his/her dorm is in more desperate need of money for painting hallways, buying exercycles, pool tables or receiving subsidies for parties.

To get such bills through takes understanding of how the system works. In the Southwest Residential area, for example, two top priorities were combating racism and sexism. All interest groups practice a third priority: the proposal must be in the best interest of a majority of the students. Organizations constantly insist that their services, be it skydiving, coin collecting or science fiction writing, greatly affect the University population.

With so many interests, interesting so many students, the Assemblies rarely refuse funding requests. It is important to support the student interests, and it is important to strengthen the area governments. What better way to de-centralize than letting the Areas offer financial support.

But, the SW Assembly spent over \$11,000 in one semester. That left less than \$1,000 for the Spring 1974 semester. The



President of this area was upset at the amount spent and felt it wasn't spent on worthwhile projects.

The Assembly persons were annoyed too, but they can't go back now. To solve the problem of being short of funds, SW, along with the other financially drained areas, sponsored a bill to increase the student tax and got it passed.

In the past, one amount was charged for "Student Activities Tax Fund" (SATF).

It was decided that the Area Governments needed more money and another tax was going to be added to the bill. It was defeated, however, because, according to an SGA Budget Committee member, the students might not understand.

Instead, the SATF money will be increased from \$24.25 per semester, to approximately \$30.50 per semester, depending on the exact amount negotiated. At present, they anticipate a \$5.75 increase, per semester, in the Area Government's budget. This is an 85 per cent increase for the Areas from last year. When asked if the students were aware of the increase that the student leaders had planned, the response was a muffled, "not exactly." No referendum, or vote of any sort was taken of the students.

The student government system is not unlike the situation they'll face in the real world. The student leaders are





learning their lessons well: short of money? Increase taxes.

Their parents are saying that the students of the Seventies are regressing to the Fifties. They charge that the students are apathetic, uninterested in their future and bored with political movement of the Sixties.

Perhaps the students are a bit nostalgic by developing fads such as streaking. But politics is certainly not out of the picture. Students have more power in schools now than ever before. Students are on advisory boards, dealing with everything from food service and academic programming to interviewing administrators. Students operate their own Student Unions, and form lobby groups at the

state capitols.

Students don't riot as much any more, and demonstrations have reduced drastically. Today's students seem to be working within the "system". The question is, is that good? Are the students following in the footsteps of politicians who have steeped this country with a bureaucracy so complex that only another politician can even begin to understand how the system works?

At U. Mass., things don't look promising for change. Students control, manipulate and practice their oral exercises in politicking. The students, with no conscious help from the administration, have devised their very own complex bureaucracy for other students to get tangled in.





## Many Had to Succumb to Reality And Work...

Not all students were fortunate enough to receive scholarships or have their four years, or more, at UMass paid for by parents or summer earnings. Many had to succumb to reality and work during the academic year to support themselves and their extra-curricular activities.

Approximately 5,000 students were employed on-campus by the university this year. The Campus Center ranked first in hiring, providing such jobs as bartending, bouncing, cashiering, and waitressing. The dining commons, library, and school of education opened up other areas of employment to the increasing number of students desiring work. Work-study programs, offered through the Financial Aid office, provided 500 jobs, though the number requesting placement far surpassed the positions available. As happened in many other areas of the university, funds for financial aid were cut back while the number of persons applying continued to increase. As an alternative, many students looked off-campus for employment. Local firms offered an unestimated number of jobs; Most were difficult to obtain and followed that old cliché: "The early bird gets the worm."





The job market was brightened, however, by the opening of the Mountain Farms Mall on Route 9, which helped to ease the situation through the demand of personnel.



The year 1973-1974 was highlighted by unprecedented growth in the Outing Club, as both the club membership and the equipment locker inventory doubled.

This growth has facilitated the club's primary aim; the promotion within the University of an active interest in the out-of-doors.

The increase in size was accompanied by an even larger increase in the number of trips being taken; UMass Outing Club members were active in virtually every part of the United States. In addition to the longer trips over vacation periods to such places as the Grand Tetons and Mexico, there were many weekend trips to all areas of the Northeast. Canoeing, camping, rock-climbing, caving, hiking, cross country skiing, snowshoeing, and ice climbing were only a few areas of activity this year.





# Ski Club



On February 16 the club sponsored ski races for its members. For most of the participants, this was their first time running slalom gates. Some left thinking of the Olympics in 1976, others left deep holes in the snow in places where they almost made the gate. An awards celebration was held afterwards with trophies going to the fastest three male and female racers. The club provided beer, wine, and cheese to help the celebration along. For some, the hardest part of the day was finding their way back to the bus.

Every Saturday when ski conditions were good, the club provided free bus transportation to big areas in Vermont such as Stratton, Killington, and Bromely with a discount on the lift ticket.

During spring break, the club ran trips to Quebec, Jay Peak, and Sugarloaf.

Storms bombed Vermont for the entire week before vacation and skiing was better than it had been all winter

This year the Umass Ski Club was more active than it had ever been in the past. Both skiing and socializing were the main focal points. Since the ski club is self-sufficient, the first semester was devoted to fund raising. The main money maker this year was the annual used ski sale held in the Campus Center at the beginning of December. \$150,000 of used skis, boots, poles, and clothing was offered for sale. Many first-time skiers were able to outfit themselves completely at minimal cost.

Because of the severe lack of snow during December, there weren't any ski activities, but intersession was a busy time. The club sponsored trips to Innsbruck, Austria, Canada, Sugarbush, and Jay Peak.

Second semester was devoted to spending the money made first semester on skiing and partying. One night a week the club provided free buses to Berkshire East Ski Area. The special all night lift ticket rate was only \$2.00 and a live band helped with the socializing after skiing. It was a rare occasion when the buses returned before 2 A.M. It was a pity for those with 8 o'clock classes the next day, but most felt it was worth it.

73-74 officers:  
Harry Charych, president  
Chuck Beaudin, vice-president  
Phil Saluter, vice-president  
Debbie Belanski, treasurer  
Michelle Riox, secretary  
Connie Saluter, secretary



The Massachusetts Public Interest Research Group (MassPIRG) is a non-profit corporation, inspired by consumer — advocate Ralph Nader and devoted to issues of public concern. MassPIRG was formed this year by consolidation of the Western Mass Public Interest Research Group (WMPiRG) and the Eastern Mass Public Interest Research Group (MassPIRG East). It is one of 20 PIRGs now operating on American college campuses, with others still in the planning stages.

MassPIRG is funded by voluntary contributions of \$4 per year by students of Massachusetts colleges and universities. Contributions finance a full-time staff of professionals who supervise MassPIRG activities under the direction of a student Board of Directors. The staff of researchers, writers, lawyers and an environmental scientist work in close cooperation with students from participating schools. Through their active participation in MassPIRG projects and policymaking decisions, students gain practical experience in public interest research and organizing and, in most cases, can receive academic credit for their work.

This year, MassPIRG: ° Researched the question of nuclear power plant safety, publishing a 25 page report which called for a moratorium on nuclear plant con-

struction, and brought Ralph Nader to Massachusetts on a four day barnstorming speaking tour to promote their bill before the Mass state legislature to halt all construction of nuclear power facilities until the legislature has had a chance to review the hazards.

° Won a precedent setting suit blocking construction of a \$500 million interstate — standard highway in western New England.

° Continued legal action designed to challenge the constitutionality of state public utility rate-setting procedures on the grounds that consumers are not adequately represented at rate hearings.

° Intervened in Federal Power Commission hearings regarding licenses of five hydroelectric dams on the Connecticut River, spurring restoration of migrating fish to the river and decreasing erosion

and other detrimental effects of power plant operation.

° Monitored the implementation of the 1972 Clean Water Act Amendments in Massachusetts.

° Undertook numerous other projects related to the public interest.



## MassPIRG





ny Ryan, Electrical Engineering; Peter Cadieux, Electrical Engineering; Robert Hopkins, Psychology; Bruce Whitmore, Business; and Dr. Paul Tartaglia, Faculty Advisor, Mechanical Engineering. Also entered were projects by David O'Conner and Paul Grocki, both in Mechanical Engineering, who were unable to attend the competition. The competition ran very smoothly for its three and one half day duration thanks to the efforts of the SAF Co-ordinating Committee (students from Georgia Tech) and the Ansul Company, one of the leading fire fighting research companies in the country, who hosted the competition at their research facilities.

The competition ended Saturday, May 4, and was followed by an impressive fire fighting demonstration put on by the Ansul Company Fire Fighting School instructors. The awards banquet was held Saturday evening. Two UMass entries won awards — a third place in the Protection and Rescue Category by Robert Hopkins and Bruce Whitmore for their improved design of fire fighting clothing and a Special Award in the Fire Fighting Category by Diane Bradford for her automatic oven fire extinguisher.

The UMass delegation was the only school at the competition to win two awards in different categories and so made an excellent showing.

Robert Hopkins and Bruce Whitmore testing their fire fighting clothing.

The North American Students Against Fires Competition was held in Marinette, Wisconsin May 1-May 4, 1974.

This was the second in a series of engineering competitions sponsored by SCORE (Student Competitions on Relevant Engineering), the first being the Urban Vehicle Design Competition in which Univ. of Mass. was the winner of the Safety Award.

The UMass Team that went to the competition at Marinette consisted of Diane Bradford, Mechanical Engineering; Jen-





As an alternative to academics and the use of the mind alone, the Crafts Shop provided students with the opportunity to use their hands and create, to learn skills, and to gain a sense of satisfaction by actually making something with their own hands in a time when everything is made by machine.







## Craftshop



Programs such as silk screening seminars, a four-week course in ceramics, silver jewelry workshops, and workshops in darkroom techniques of photography were offered by the center in addition to such crafts as leathermaking and other skills.

Open 6 days a week, the Crafts Shop sold inexpensive materials and provided the tools necessary to create beautiful, and original, leather belts and pocketbooks, silver rings and bracelets, or just about anything else one desired to make. All that was required was time and patience; the end product provided the satisfaction.





## Room To Move

A student-run community mental health center, Room to Move has struggled to keep aware of the changing needs of the student body and to develop effective ways of meeting these needs. It has served as a vehicle for communication between the "folk medicine" of the street and professional medicine and has been instrumental in developing new models of health care. The staff is aware of many of the social and spiritual issues underlying drug abuse and strives to provide services which will help persons resolve some of these issues.

The drug education outreach program provides drug information, including workshops in all aspects of drugs for the university community, dormitory counselor training workshops in drugs and

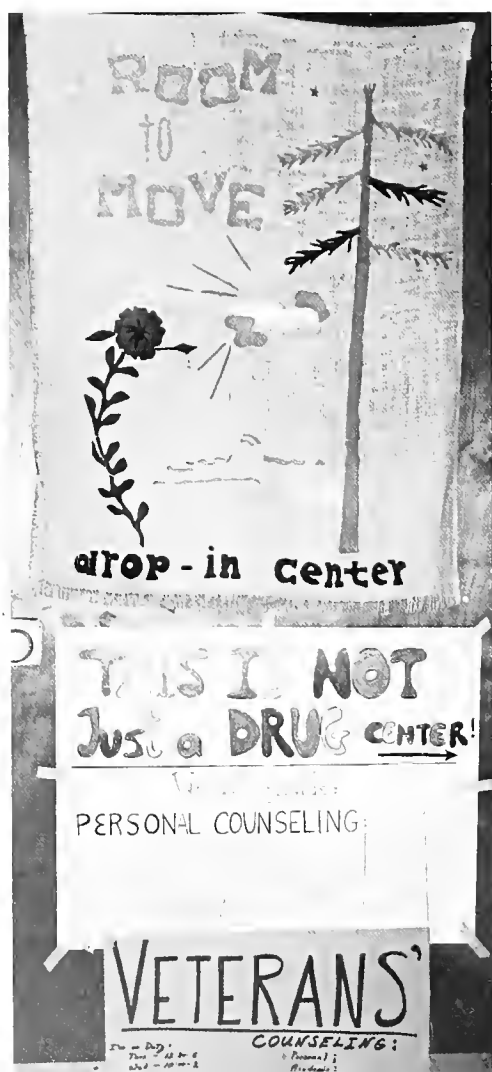
drug abuse, and personal growth workshops, in which persons are encouraged to develop themselves through such areas as art and movement.

Much of our effort is directed toward helping persons find alternatives to drug use. Teams composed of trained staff members conduct workshops in such alternatives as altered states of consciousness, or alternative "highs", such as those experienced through yoga, exercise, and meditation. A Black Action team is involved in all aspects of education and counselling in the Third World. Alcohol abuse, now cited as the number one drug problem in the United States, is being dealt with by the alcohol team, which holds rap sessions Wednesday

nights in addition to workshops and counselling programs.

Room to Move is distinguished from other counselling centers in that we are a crisis intervention center. Persons struggling with drugs, alcohol, or psychological problems seek help here. Counseling is done in both short-term and long-term programs; the stigma connected with the Mental Health Center is not found here because people feel at ease. There is a sense of community among the staff and hopefully among the people who drop-in.

In a period of confusion and despair we are trying to help individuals find a source for positive growth within themselves and with each other.





a place to be listened to  
 & to be heard  
 to be supported while  
 you gather your forces  
 & get your bearings.  
 a fresh look at alternatives  
 & some new insights  
 to face your fears —  
 — your needs.  
 to come to a decision  
 & take the courage to act  
 & to take the risks  
 that living demands.





## Concert Committee

The year 1973-1974 marked the return of concerts to the Curry Hicks Cage after a silence of three years. The result was less than spectacular from the point of view of attendance.

In October the Concert Committee presented Donny Hathaway and Chick Corea. The audience numbered 1100, less than one-half the capacity of the Cage. In November, John Mayall and Bruce Springsteen played before an audience of 1600 persons. The following night Mayall and Maria Mulduar entertained 2600 persons. All three concerts were fine shows musically; the fact that they had to be given on Sunday or Monday nights and a general lack of interest in these particular types of music contributed to the consistently poor attendance.



At the beginning of the spring semester the Committee planned to present Bonnie Raitt for two shows in the Student Union Ballroom. The shows were sold out in two and one-half days. Two days before the show Bonnie cancelled her performance. As a replacement, the Concert Committee presented the Jon Pousette-Dart String Band and Mitch Chakour with the Mission Band. The concert attracted less than 200 persons.

The year has been a generally disappointing one. The Concert Committee has lost most of its money and its optimism about the future of concerts at U Mass. Without the support of the student body, the future looks pretty dim.













Greg Somerville, Sonja Bennett, Carol Ingram, Dr. Levi Watkins.

## BLACK SCIENTIST SOCIETY

The Black Scientist Society is an organization to unite undergraduate and graduate Black students who have a common goal of achieving a degree or degrees within a scientific discipline.

The B.S.S. strives towards academic excellence by the development of educational support systems for its members, to insure their successful pursuit of their individual disciplines.

The B.S.S. tries to create "New Black Experiences" in scientific postures. The Society as a viable vehicle for promulgation of minorities into the schools of science and will address itself with recruiting and placement of students within the physical science areas.

The B.S.S. has been successful in initiating and executing inter-communication and relevancy between the Black scientist, the Black community and Black enterprise. The organization will further develop the concept of projects by Black scientists for the Black community.

The B.S.S. tries to provide support for Black programs on campus, primarily programs dealing with advancement of minorities within the hard sciences. Our group is unique in that as students, we have unified our efforts and concerns into a working task force whose focus and thrust has been to aid in the education of our Brothers and Sisters.

We have our credibility in that we complement minority program effectiveness, thus bridging the gap between rhetoric and pragmatism.

The Black Scientist Society runs several different programs during the regular school semester which include trips, guest speakers, films, participation in minority recruitment programs, and meetings at regular intervals. What is pictured here is the society's finest event. At the end of the school year the society holds an annual reception — this is our second annual reception — the purpose of these receptions is to show recognition to somebody who has shown an interest

in the society and or somebody who is interested in some scientific field by profession or by study. The first reception gave recognition to Dr. Randolph Bromery, who is the chancellor of the University of Massachusetts, Amherst. He is also a geophysicist and showed a sincere interest in the Black Scientist Society and what it was trying to do for Black Students here at the University of Massachusetts in the way of promoting the hard sciences and the support of following through on a career in the professional fields which were science oriented.

At this, Second Annual Reception of the B.S.S., the students were honored. They received certificates of recognition for their interest in the society. Also the society recognized Dr. Levi Watkins for his role in the Black Community. He is presently doing research on hypertension. Trent Poole, who is one of the original founders was also honored at this reception.

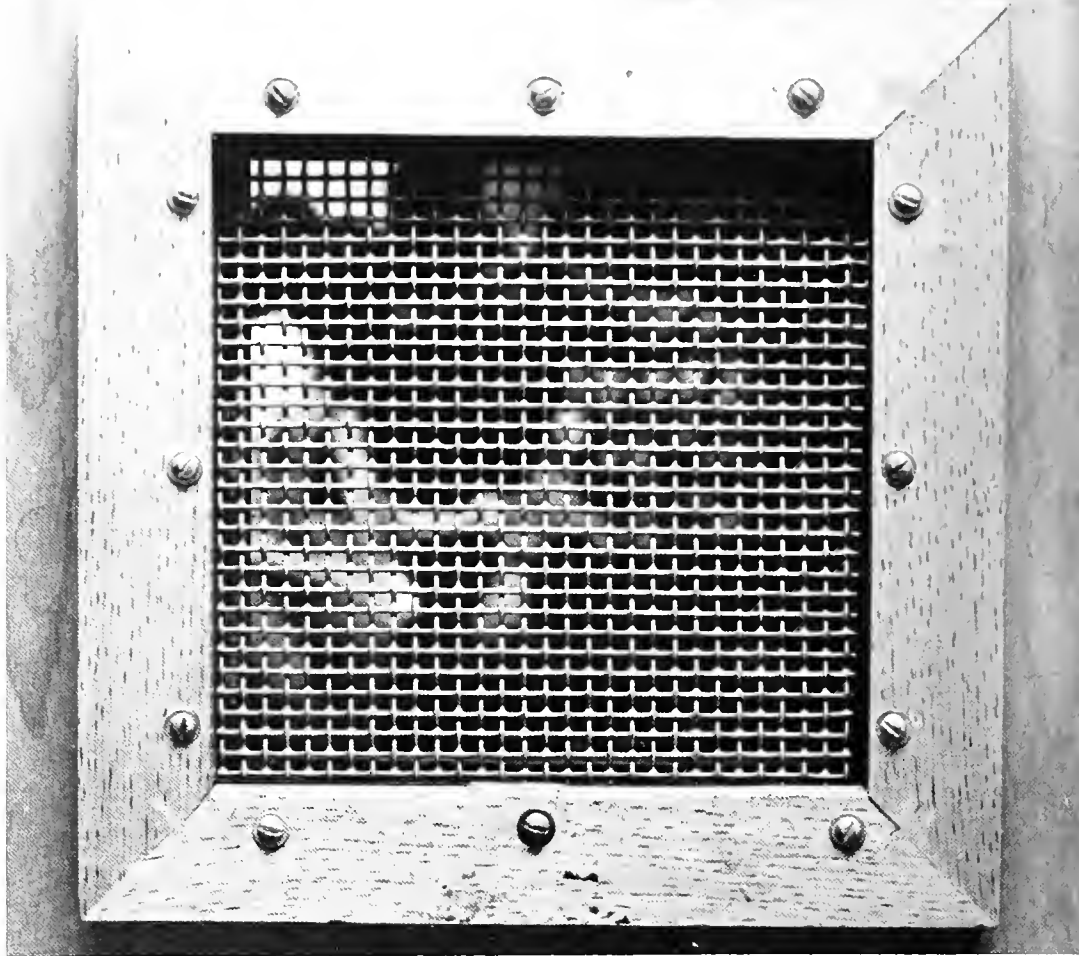
# FOR CITY

## WELCOME!

A little time, a little effort, and a lot of love. The Belchertown Volunteers give all three. They donate several hours of their time each week to work with residents of Belchertown State School, they extend a little effort to help someone gain self-confidence.

Each volunteer works with a resident of the school, taking them for walks, to play on the swings, or to stay indoors and play with toys. The ages vary, from small children to middle-aged men and women.

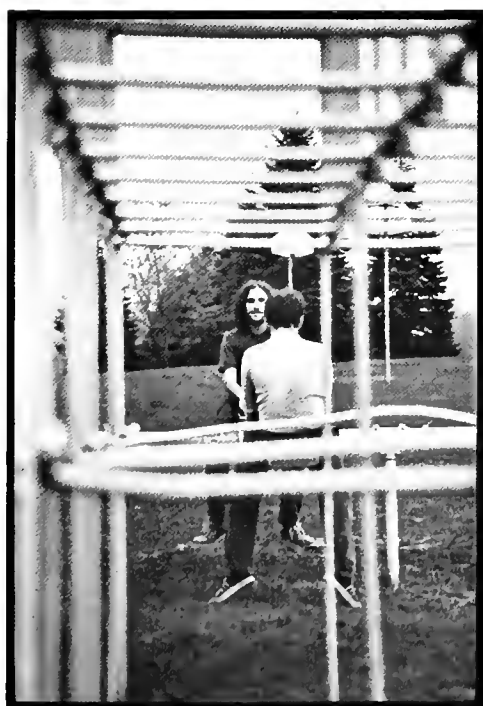
Some of the volunteers spend several hours a week, others spend several days a week and are involved in the Boltwood Project or volunteer as requirements for university courses. Volunteering is not an easy thing to do. Seeing a small child continually banging their head against the wall, or moaning and waving their hands in the air, or just sitting in silence for hours makes one feel helpless, frustrated, and sometimes depressed.







One thing is certain, though, the residents of Belchertown State School, like all state schools, need persons to care, to be interested, and to help. Conditions are often poor, many persons would rather turn away and not face the reality of Belchertown. Those unique individuals that do face the reality and are able, and are willing to do something to help, no matter how small the contribution of time deserve a great deal of praise and thanks from all of us.











WMUA, 91.1 FM in Amherst, became more diverse in its programming this year than ever before. Interspersed throughout the 20 hours of music played seven days a week were greatly improved newscasts, thanks to the cooperation of local radio stations, and the addition of a full, eight-hour news staff.

New concepts in public affairs programming were presented. "Gay Break" provided an in-depth analysis of the problems of gay people in our society, as well as the comic relief that made the show successful. "The Women's Show" was produced weekly and collectively by 20 women in a Southwest Women's Media course, and attempted to join progressive people's music with information and interviews about people's struggles for freedom. Other programs included "Focus", centered on local politics, "Off the Hook", a nightly talk show, and "University Week in Review", a recap of campus events.

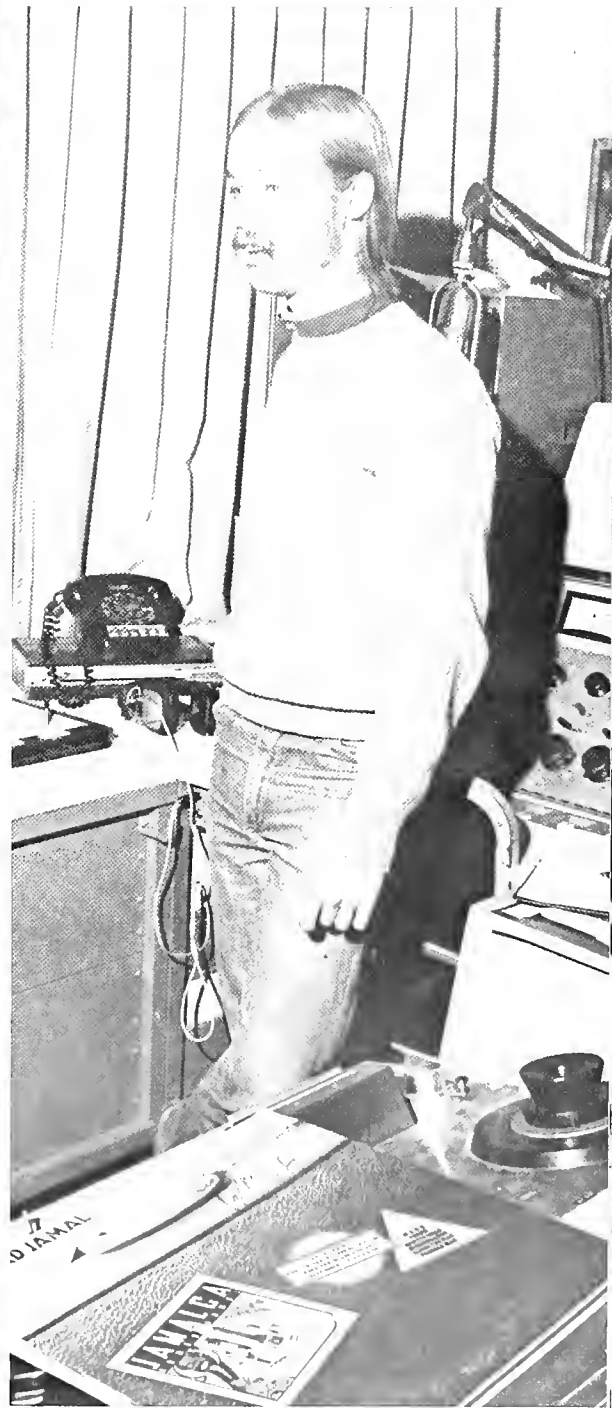
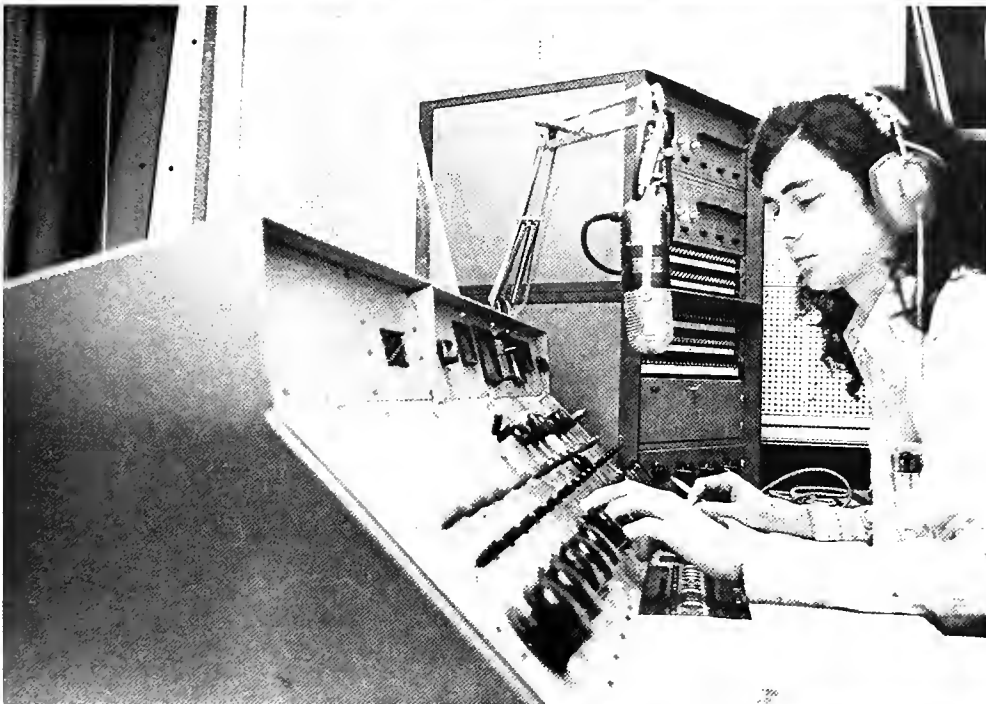
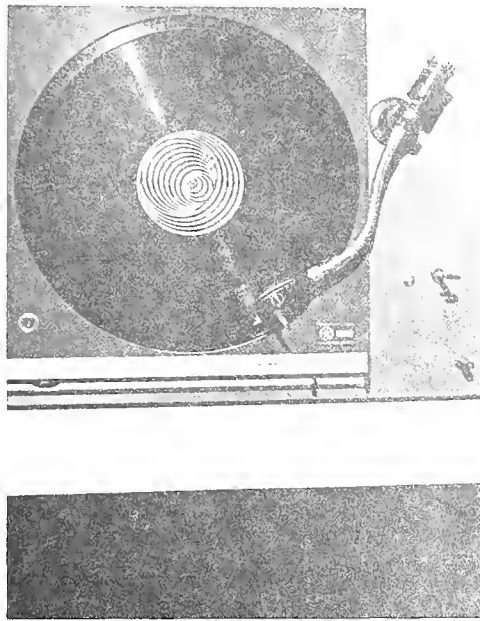
The station continued its wide coverage of Minutemen sports, both during the regular seasons and at post-season tournaments. That familiar banner draped outside the press box at Alumni Stadium or over the railing at the Cage told U Mass fans that WMUA was there, broadcasting to those fans who couldn't stand the cold, fight the lines, or weren't dedi-



cated enough to put up with the long wait before the event's start. Don Gorski presented play-by-play action for both football and basketball games, with Larry Convoy adding football color and Jerry Brooks basketball color.

Music continued to improve, although already far ahead of area competition. "Progressive, Free Form/Informative Format" is how we define the diversified programming at 91.1 FM. No other station around has a more serious approach to their music, or as varied a presentation of public affairs.





# Afro-American Music



Archie Shepp



Max Roach

The beat of Afro-American music is echoing through the halls of more than 500 campuses across the country, where formal course offerings and degree programs show that music departments are interested in Bop as well as Bach.

These courses and degree programs are attracting not only students but also professional musicians who are finding the serenity of the campus scene a relief from the rigors of the nightclub and concert circuit.

Pros like Max Roach, Archie Shepp, and Reggie Workman are now sharing the knowledge they've accumulated over the years as concert and recording artists with the students enrolled in their classes at the University of Mass.

The increased interest in Afro-American studies during the mid-sixties is said to have been an important catalyst in opening up this new outlet for passing on the jazz tradition.

In 1964, when the interest in including Afro-American studies in college curriculums was beginning to be felt, there were 25 colleges in the United States offering courses in jazz. Ten years later there are over 500 colleges and universities offering such courses.

At UMass, the move to include jazz began in 1968 when students held informal sessions at the music librarian's home. At

this time, the music curriculum had traditionally covered only classical music in the Western European tradition.

The Faculty now involved in jazz includes eight composers, instrumentalists, and vocalists. Of these, Roach, Shepp, and Workman are considered to be among the most influential musicians on today's scene.

In her definitive book, "The Music of Black Americans", Eileen Southern writes of Max Roach: "whose legate, but strongly rhythmical style was widely imitated by other drummers."

Black poet and jazz critic Imamu Amiri Baraka (Leroi Jones), in an article in Downbeat magazine, spoke of Archie Shepp's tenor saxophone style which "combines a big wide elegant bluesiness with a rhythmic force . . . Archie has something to say which is new and powerfully moving."

Reggie Workman has performed and recorded with the two musicians above as well as Art Blakey and John Coltrane.

There are now over 200 students enrolled in the UMass program, which covers the entire spectrum of Afro-American music including Soul, Jazz, and Gospel. Besides regular lecture and discussion type classes, several large and small ensembles offer the student opportunities for practical applications of his knowledge.





These courses and ensembles attract a wide range of students, both black and white, from not only the Music Department but also from such diverse sources as the Theater Department and Department of Afro-American Studies, among others.

The students' interest ranges from those who are into the music just for the pleasure of listening and playing, to those music education majors who see the value the experience gained here will be in their future teaching, and finally those who seek careers as professional musicians.

In the future these students will be able to major in Afro-American music, an option not presently available except through special individual concentration programs.

Dr. Frederick Tillis, who is now coordinator of the program, sums up its principal aim: "to develop a program in Afro-American music which offers an opportunity for serious studies and investigations of the music and musicians of this tradition.

As a result, Bop, Blues, and Boogie may well continue to take their place next to Beethoven, Bach, and Bartok, at UMass and across the country.



THE MASSACHUSETTS DAILY

# Collegian





Not since the 1950's had a woman been elected Collegian Editor-In-Chief.

At Editor meetings Karen Lynch would privately joke that her only reason for seeking the position had been to change the Collegian Flag.

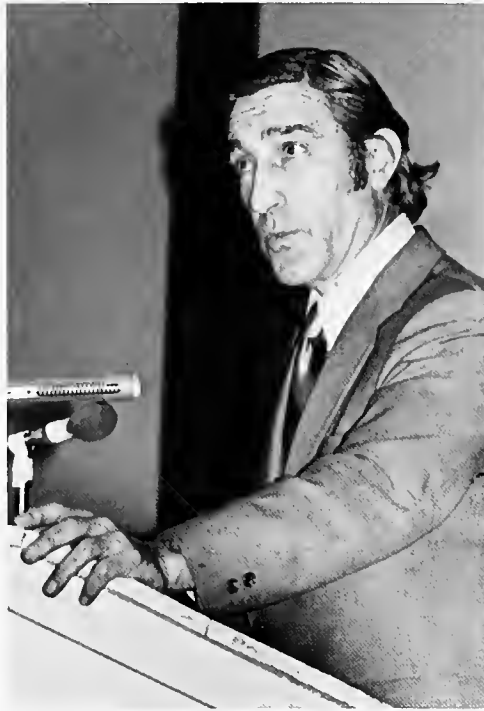
Whatever her reasons, the 5'6" journalism/English major from Winchester, Mass. wasted little time at the paper's helm. She did, indeed, change the Collegian Flag: "I wanted to get rid of all the garbage there."

For Karen and her editors there were layout procedures to standardize and editorial opinions to formulate. With each controversy that endlessly confronted Karen and her editors there were countless meetings and discussion groups to attend.

During these controversies Karen's true value as Editor-In-Chief became apparent. Her ability to "steer a middle course", to absorb pertinent arguments while not wavering in her convictions, earned the respect of staff and students alike.







Stewart Udall

The 1973-1974 academic year saw increased awareness by the university community in exposing itself to the outside world, and an attempt at departure from the isolationist label which often attaches itself to such an institution.

DVP's purpose is just that; to keep the university community sensitive to the world in which it exists. It seeks to bring to campus persons of varied experiences and interests who are qualified to interpret, explain, and raise questions about life in all its dimensions. A part of that exposure to life is the stimulation of critical thought, of debate, and the presentation of a balanced range of opinion on an issue. The year could be described in one word: diversity. Topics ranged from lesbianism, to the Black struggle, to escape artistry.

Among those persons brought to the University this year by DVP were Tom Wolfe, Jill Johnston, Norman Bigelow, Dr. Robert Hill, James Reston, Jr., Jean-Pierre Debris, Paul Morrissey, Flo Kennedy, Stewart Udall, David DuBois, John Boone, and Dick Tuck.

"The energy crisis is set at the gas pumps", said Stewart Udall, former Secretary of the Interior under President Kennedy and Johnson. He proposed a re-orientation of American life, calling the United States automobile industry one of the main causes of the energy crisis. "It's child's play; the joyride is over now," he said, calling for support of gas rationing while pointing out that President Nixon fears rationing because of the World War II hangup that rationing is communist or un-American. As a solution to the energy crisis, Udall proposed free transportation, the return of the railroad, construction of walkways and bikeways, and a more organized trucking system. He warned that the crisis is not "short-term", as many think, but a very real problem we will face in years to come.

Author and cult hero Tom Wolfe, whose works include "The Electric Kool Aid Acid Test" and "The Pump House Gang", spoke to a capacity crowd on "Class Warfare Among American Youth". He called the seventies "the age of the debutante in bluejeans", pointing out that fashion conscious debutantes of the old days now are part-time social workers who insist on a common bond between themselves and the disadvantaged class. Wolfe called the great struggle and subtle resentment of the age the conflict between the "greasers" and the "surfers", or the "collegiates" and these who are not. The Silent Majority, and more specifically the hardhats, are actually rebelling against a kind of person, the "intellectual". This, Wolfe said, is the main crux of blue collar conservatism.

Jill Johnston, columnist and author of "Marmalade Me" and "Lesbian Nation", proclaimed lesbianism as THE feminist solution: "There will be no political revolution until all women are convinced that lesbians are women. The problem of the feminist movement is that the problems are pointed out but no solutions are offered for them."

Ms. Johnston said there are two classes, one boys and one women: Boys are the "ruling class", while women must "remove themselves from the oppressor". She said that she herself was getting back to being an individual instead of a militant lesbian."



David DuBois

David Graham DuBois, a visiting W.E.B. DuBois scholar and step-son of the late Pan-Africanist leader, called the problem of the twentieth century "the problem of the color line." His primary concern, like that of this father, is the liberation of the Black people in Africa and America, and the destructions of capitalism, colonialism, and racism towards the building of socialism and communism. DuBois said that Blacks in America "discovered among their own people groups totally committed for radical change in America, and devoted to the search for freedom." He believes that American Blacks will lead the United States to a revolution involving the "rejection of capitalism with the replacement of socialisms."

Dick Tuck, a long time associate of President Nixon, said the President "will say he is incapacitated" to prevent further impeachment proceedings. He then predicted that Gerald Ford would become acting President, although Nixon would still officially be President. Tuck claimed this was why the democratic leadership has stopped asking for resignation and is pushing impeachment.

Tuck became famous as a "political prankster" who has tried to embarrass and expose the President since 1950. He once arranged a speech at the University of Southern California on a day and time when no one would be there. Nixon expected 4,000 persons only 40 came.

During Nixon's '62 campaign for governor of California, Tuck made 2 signs partially in Chinese. Two Chinese children held them up, and Nixon posed for pictures with them. When he found out that the signs made reference to one of his scandals, the Hughes fun, he took the signs and ripped them up before television cameras.



Dick Tuck

He predicted President Nixon would resign soon, and that he has been plea bargaining with members of the House of Representatives over resignation conditions.



John Boone

Norman Bigelow, who claims to be the reincarnation of Harry Houdini, the original escape artist, thrilled the crowd with various acts of "escapology". In mysterious fashion, Bigelow managed to escape from a 360 gallon tank of water he was hanging upside down in, unchain himself from a table while a path of lit gun powder rushed toward a pile of explosives underneath, and release himself from a variety of straps and belts while a boa constrictor tightened around his neck. One of the most tense moments of his set came when he had only 3 minutes to release himself from chains, belts, and straps before a time released door of knives closed upon him.

Everywoman's Center grew out of strong, local groups which had translated some of the ideas of the women's movement into action. Among other convictions, we were convinced that education should not be denied to people because they were old, or parents, or poor, or had to work, or were born female. That conviction, and the people in Continuing Education, the Provost's Office, Student Affairs and the Counseling Center, and Administrative Services who share it, are the real founders of this center. We called it "Everywoman's" because we were aware that there were many women on campus, or who should be on campus, whose needs were neglected or whose existence was not recognized. Why?

**BECAUSE THEY WERE "TOO OLD".** Not all students, or those capable of being successful students, are under 21. In fact, more and more students are old enough to have children of their own. Traditionally, it's been beyond-college-age women who have "continued" their "educations", and now it is true more than ever — either in Continuing Education or as regular or part-time students, as undergraduates or graduate students. We have advocated, sometimes successfully, for equal opportunity in admissions and in financial aid, and have reminded the community that older women are here as students.

**BECAUSE THEY ARE PARENTS.** Some of those older women have a need for child care. If they are working as well as attending classes, they may need full-day child care, as do many faculty and staff women. We have provided child care for many of our own programs and have reminded other planners of the necessity for building it into campus programs. We make referrals to local parents' exchanges and cooperatives, and have pleaded for publicly-supported child care in town government meetings. We hereby plead with you to recognize the necessity — for both children and parents — for safe, supervised places for children to grow and learn.

**BECAUSE THEY HAVE TO WORK.** Often, "students and faculty" are mentioned as though they were the only inhabitants of this campus. There is a large work force which keeps records and types letters and maintains buildings and handles food. Many of these people who keep the place going are women, and they have been ignored both in the speech and actions of decision makers. Their insurance coverage is discriminatory; they are shuffled into the lowest-paying jobs; they want training to handle their jobs better; they want training to equip them for other and/or better jobs; they need full-day child care if they are mothers of young children; they need academic advising and encouragement if they are trying to continue their educations; they want information and action on promotions. Everywoman's Center has provided counseling and referrals, academic advising, advocacy for individuals, training programs for groups, and we have lobbied for campus-







wide changes to accomodate the needs of women who work here.

**BECAUSE THEY ARE POOR.** Everywhere, women make less money than men, and many of the women who attend UM/A are poor, some on welfare. One of the groups at Everywoman's Center is the Poor Women's Task Force, 15 women who attended classes this year and who have recruited 19 new members of the Task Force for the coming academic year. These women are able, highly motivated students who would otherwise have been shut out of the University — and that would have been a loss to the University as well as to the women themselves.

**BECAUSE THEY WERE BORN FEMALE.** Women are discouraged from many schools, training programs and jobs for which they qualify; in addition, they are encouraged into occupations which are not valued by society — care-taking, nurturing home-making. What are the working hours, paid vacation time, salary and retirement benefits of a housewife? We believe she deserves pay and benefits. The fact that nobody pays for this valuable work leads women who do it to feel that they themselves are not as valuable as men are, not as deserving as men are. Even on this campus, women are a long way from "equal pay for equal work", and to be underpaid is to be undervalued. Women have been robbed of self-confidence by these facts of economic life, robbed by a history and literature which have recorded "founding fathers" without "founding mothers". Through the Women's Studies program developed through Everywoman's Center, they have a chance to learn that they have a history which men forgot to write. Through Project Self workshops, women can share their knowledge, skills and talents, building competence and confidence in col-

laborative, non-competitive groups. (The trouble with competition is that someone loses, and many of us have been lifetime losers.) Through the Feminist Arts Program, all of us on campus can enjoy the plays, poetry readings and the arts and crafts shows which give creative women the needed chance to reach an audience. Through the Task force on Employment for Woman, counseling and guidance on career options are available. Weekends for Everywoman offer life-planning for those looking for new options in education, in their work and in the way they live their lives.

We have had much help from people at every level of the University who have shared our concern for women and given us money, support, advice, encouragement, and their own best efforts. We thank them that they increasingly share our own growing concern as we learn about women who are hazed, harassed, insulted, assaulted and raped.

As a Center, Everywoman's tries to be a place where people can bring their problems, meet other women, and work together toward dissolving the barriers, rules, regulations and attitudes, which deny us education, earning-power, choices about our own lives, and the Goddess-given right to stand on our hind legs and be proud to be women and to be ourselves.

# WOMAN'S SUPPORT GROUPS

The pressures placed on students in today's world are immense. For a woman, those pressures can be even more confusing and difficult than for a man, as society's expectations of her and those she has of herself are likely to be in conflict.

There are ways for women to help themselves through these conflicts and to begin to learn about themselves. The Everywoman's Center is involved in the formation of "support groups," sometimes referred to as "consciousness-raising groups." In these groups, 7-10 women meet regularly to examine their feelings and problems and to lend each other support in their efforts to understand and perhaps change themselves.

Women are often in competition with each other because of the roles they are forced into. One frequent result is a warped sense of values — women can begin to have a lack of respect for each other. In a support group women get to

know each other in an open and non-competitive way. Support groups talk about the feelings women have about each other and about men. They bring up questions of how each woman feels about herself — her body, her family, her relationships. They have discussions about the ways each has been oppressed and what they can do about their oppression. The questions are those that all women will have to deal with at some time and the supportive atmosphere of the group is helpful in beginning to work things out.

The Southwest Women's Center, one of several women's centers in the residential areas on campus, has eight such task forces, or support groups, each under different subjects, and each with three main objectives. Members of the task force first study what has been done on the subject, and specifically in Southwest. Plans for improvements are then proposed, including changes, additions, and

eliminations of certain programs. Each task force meets once a week, and presents its findings in turn to a general SWC meeting, where policies are discussed and revised. The task force also works to provide expanded connections of the center and to build a broader base of referral services. Among the topics covered are Hazards for Women on Campus, Budget Counseling, Academics, Racism, Outreach, and the Communication group, which works on inter-task force communications. The Communication group is also involved with communications with residents of Southwest and the campus as a whole. The eighth task force worked on Spring Weekend, which was sponsored by SWC.

Support groups have been attended and involved by several hundred women. Many more are interested in working on and forming task forces for the many problems facing women in the university community today.





# Student Auto Workshop



"Fix your own" means a chance to save money and the opportunity to learn for yourself the ins and outs of automobile repair. It also means SAW, the Student Auto Workshop.

Located on Level 1, Permit Parking, in the Campus Center Garage, the workshop provides equipment, space, and assistance. The student supplies the manpower.

While many students are still not aware of the workshop's existence, over 1600 students use the facilities each year, or 40 to 50 each week. The workshop is open only during the academic year, every day except Monday and Friday. Thirteen spaces are available for use; the cost of renting equipment is \$2 the first hour and \$1 each hour after that.



SAW not only saves the student repair charges, it also helps save money on parts, which can be purchased at "reasonable" prices. A repairman and parts man are available whenever the workshop is open to assist students whose knowledge of automobile engines is limited.

A staff of 11 students run the Student Auto Workshop, which began operation two years ago. Trucks, motorcycles, and cars are repaired quickly and cheaply, which is something rare these days.





# SPORTS





The year 1973-74 was a disappointing one for UMass in athletics. While many teams did well, it was a real letdown from 1972-73.

The football team lost the Yankee Conference title to UConn, cross country won the New Englands and the soccer team improved under their fourth coach in four years.

The basketball team made it to the N.I.T. again, four wrestlers won New England titles, Gene Whelan won the individual Eastern gymnastic championship, the skiers had another good season while the swimmers were improved.

The women gymnasts beat out Springfield for the Eastern title but failed to defend their national title.

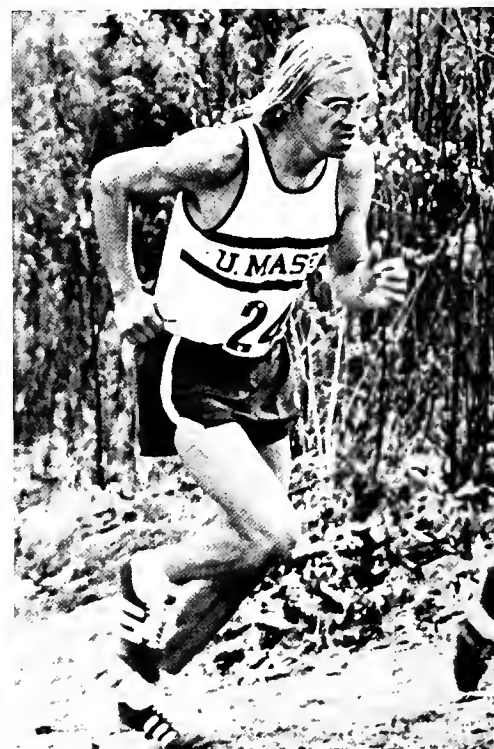
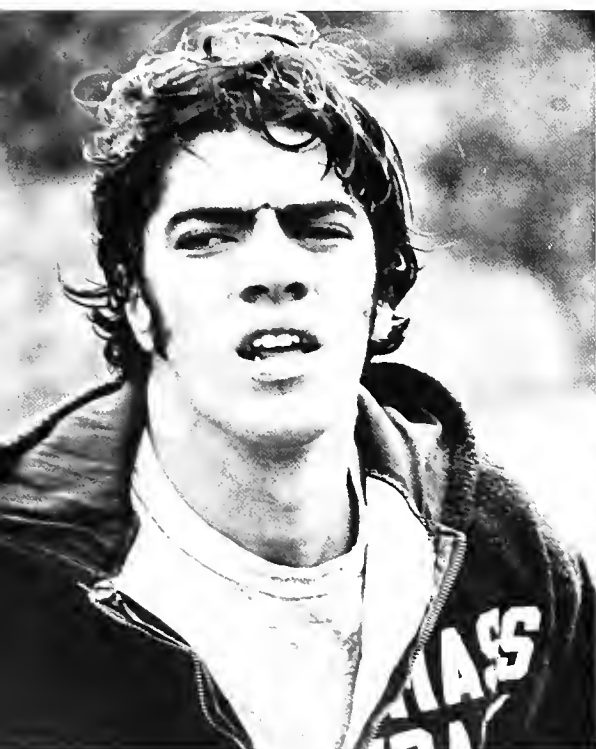
The crew did defend their Dad Vail title, the track team won the New Englands but the baseball team had a poor year.

The lacrosse team finished 9th in the nation and the tennis team lost the Yankee Conference title.

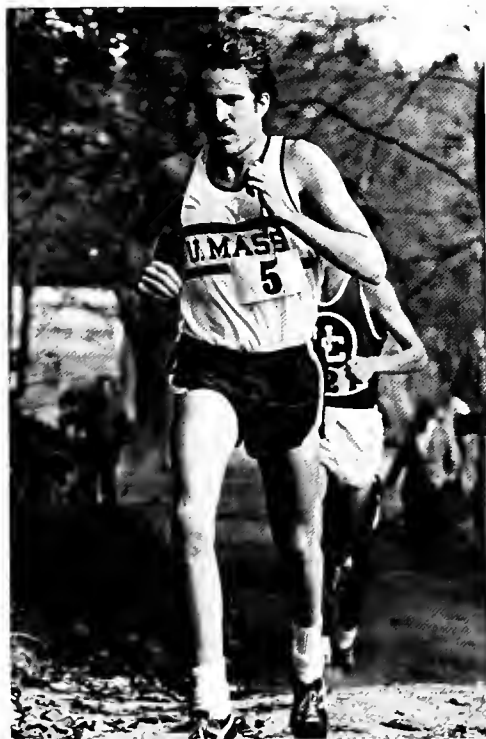
Yes, it was a real letdown from the many championship clubs of 1972-73.



## CROSS COUNTRY



Left: Tom Maguire. Center: Coach O'Brien.  
Right: Paul Segersten. Opposite Page: Top: Bill  
Gillin and Randy Thomas vs. U Conn.; Freshmen  
Paul Dorian and Chris Farmer. Bottom: Randy  
Thomas and John McGrail.



The UMass Cross Country team had one of their most successful seasons ever by edging out powerful Harvard and Northeastern for their first New England title in twelve years.

Lead by co-captains Randy Thomas and Bill Gillin, coach Ken O'Brien's runners went through an 8-2 dual meet record, beating such powers as Providence and Central Connecticut and losing only to Harvard and Northeastern.

Then came the YanCon meet. Thomas copped the individual championship as the Minutemen won their fourth straight Conference title.

Lead by Thomas' 3rd and Gillin's 5th place finishes, UMass took the New England title.

The Minutemen then went on to capture a third in the Eastern's, finishing behind Manhattan and Penn State.

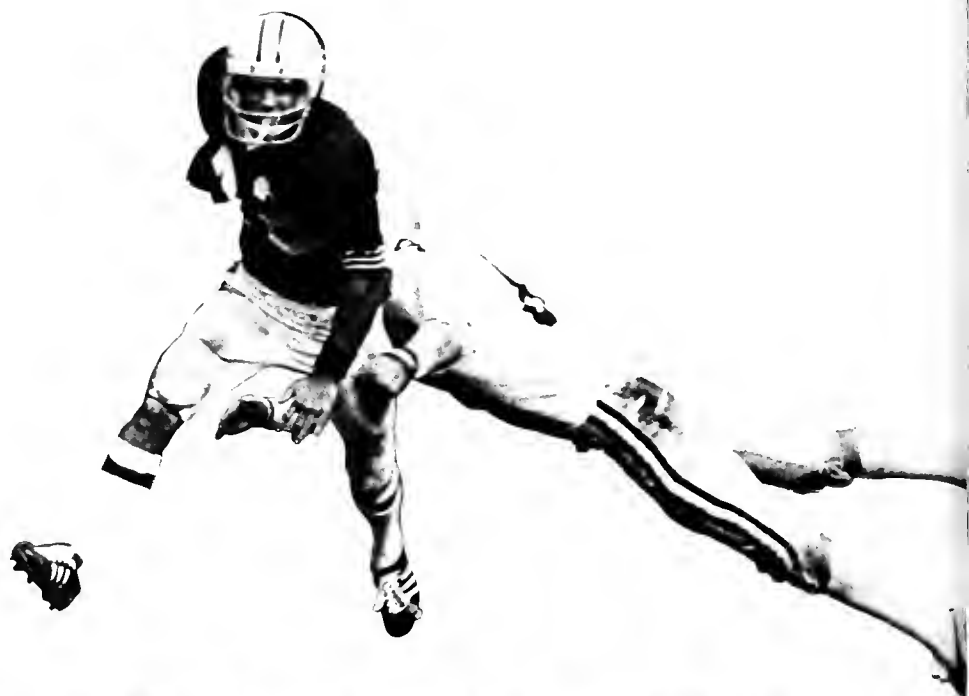
Thomas, Gillin, Tom Maguire, John McGrail and Paul Segersten finished the year with a 15th place in the NCAA's. Surely, 1973 squad was one of the most exciting of all UMass Cross Country teams.







# FOOTBALL



Every season in every sport starts off with hopes that are unrealistically high. On occasion, like 1972, the hopes pan out and a post-season bowl victory is the year's final destination. But more often the season becomes a weekly proposition, as the team wins one then loses one.

Such was the 1973 UMass football season. A 6-5 record for a team that on

Labor Day seemed headed for much more was a disappointment. There was some exciting football — Holy Cross, Villanova, Rutgers and Rhode Island. There were some duds — Maine, New Hampshire, Boston University and Boston College.

One player in particular, flanker Tim Berra, had one of the best seasons a UMass player ever had.



*Left hand page: Top: Fred Kelliher, Bottom left: Bobby Wolfe, Bottom right: Paul Hansen (10), Right hand page: Top: Piel Pennington, Bottom left: Ed McAleney, Bottom right: Tim Berra.*



He broke several school, Yankee Conference and New England records. He made the conference first offensive team along with quarterback Piel Pennington.

The defense placed four men on the first team, but gave up over 200 points as inconsistency was their problem. But Ed McAleney, Tommy Bradshaw, Dennis Kierman and Bob Parrott were good

enough to rate all-star recognition.

Unfortunately, the players who had good seasons weren't in the majority and as a unit, the individuals never clicked.

It all added up to 6-5 and a long wait 'till next year.



## THE SEASON:

**HOLY CROSS (30) AT UMASS (28)** — The season started out like the year before ended as the Minutemen scored the first two times they had the ball, building up a 13-0 lead. But 30 straight Crusader points were enough to hold off a fourth quarter comeback that brought UMass within two.

**VILLANOVA (20) AT UMASS (21)** —

Backup quarterback Fred Kelliher earned lasting fame with a "come off the bench" second half performance that brought the Minutemen from way behind to victory. The game winner was a two-point conversion pass to Bill Wolfe with only one minute left.

**MAINE (0) AT UMASS (20)** — The Black Bears continued their tradition of not scoring against UMass in a typically dull game. The Minutemen weren't as sharp as they should have been and it showed up the following week.

**UMASS (7) AT HARVARD (24)** — The Minutemen scored first but it was

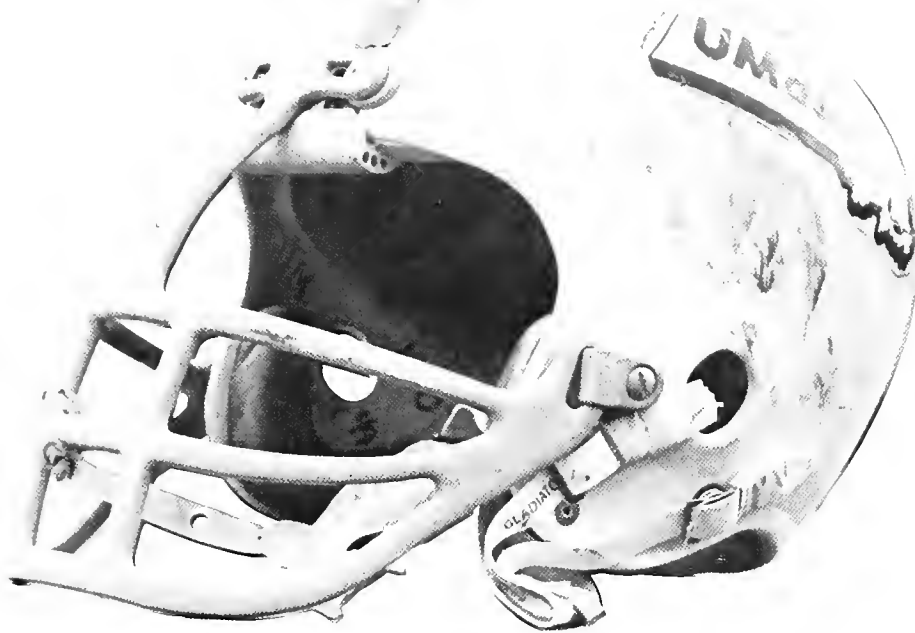
about the only thing they did right as the Crimson opened up their season with a revenge win. Harvard quarterback Jim Stockel and wide receiver Pat McNally combined to destroy UMass.

**UMASS (25) AT RUTGERS (22)** — Rutgers had the ball on the UMass six-inch line and the leading runner in the nation, J.J. Jennings, ready to take it in with only six seconds left in the game. An illegal procedure penalty and an incomplete pass got in the way and the Minutemen had their biggest win of the season.

**UMASS (20) AT BOSTON UNIVERSITY (6)** — A real clinker for the few fans that attended. The only thing they had to cheer about was the first Terrier







touchdown in 16 quarters. The Minutemen finally put together some semblance of a running game and that was the big news for them.

**RHODE ISLAND (41) AT UMASS (35)** — One of the most memorable and entertaining games ever played at Alumni Stadium. Only the outcome dulled the day. The Minutemen came from 20 points behind to lead with less than a minute to go but the Rams scored near the end and, despite a UMass drive that wound up on the URI 20 as the gun sounded, hung on to win.

**UMASS (6) AT CONNECTICUT (28)** — As entertaining as was Rhode Island, this one was bad. It was one of the saddest offensive performances possible

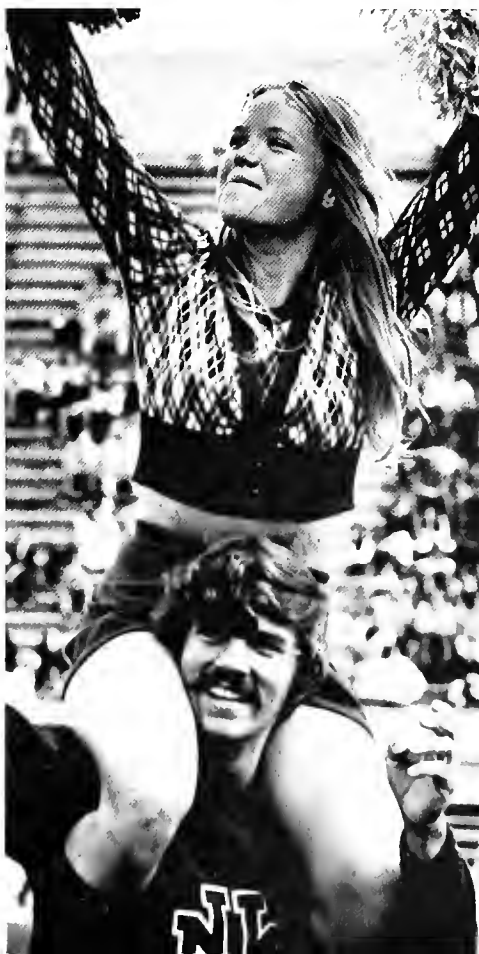
by the injury-wrecked Minutemen as the Huskies knocked them out of contention for the Yankee Conference Championship.

**VERMONT (7) AT UMASS (27)** — The Cats made it 19 years in a row without a win over UMass as the Minutemen bounced back and turned in a steady performance. For a while, the outcome was in doubt but the UMass passing game clicked in the second half and that was it.

**UMASS (28) AT NEW HAMPSHIRE (7)** — The biggest news of this game was the frigid weather and the 83-yard

touchdown run by freshman Rich Jessamy.

**UMASS (14) AT BOSTON COLLEGE (59)** — The Eagles annihilated the Minutemen with an incredible running attack that picked up over 500 yards. UMass passed for over 300 yards, but never had a chance as BC avenged their 28-7 loss in 1972.



The women's field hockey team, coached by Jane Farr, had one of its most successful seasons as it posted a record of 4-1-3.

They were led by senior Wendy Alpaugh, the high scorer, who made the first team of the Northeast College Field Hockey Association Tournament.

The women pucksters were able to place eight members on the first and second teams of the tournament. Besides Alpaugh, Lori Nazar also made the first team.

The second team qualifiers were Kathy O'Neil, Elaine Senosk, Joanne Lorrey, Joanne Smith, Kathy German and Barbara Martell.

Next year's team will suffer the loss of Alpaugh, German and Nancy Barr but will maintain a strong nucleus.

#### SCOREBOARD

UMass3	Keene State	0
UMass3	Mt. Holyoke	3
UMass4	Bridgewater St.	2
UMass1	Springfield	1
UMass1	Worcester St.	1
UMass1	So. Connecticut	0
UMass0	Smith	2
UMass2	Northeastern	1





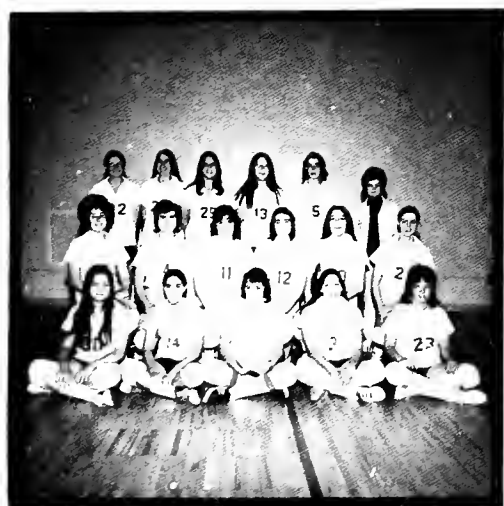
# S O F T B A L L

The women's softball team, lead by coach Carol Ogleby, had a successful season with a 5-2 record and an appearance in the College World Series.

Spurred by Jenny Edmister's hitting, Mickey Barker's pitching and Barbara Daniel's catching, the women went to New York for the series hoping to do well but things didn't turn out that way.

Their first two first games with youth were wins. In the first, they defeated Nassau Community College 11-0 and were eliminated by Texas A&M.

But several team members will be returning next spring and optimism is high for a better season.



Women's volleyball's premier season at UMass put together some bumps, sets and spikes to open with a 2-5 record.

Paced by Nancy Caruso's serving and graduate student Jody Jensen's coaching, the women laid out the groundwork for future teams.

Karen Fruzzetti, Janice Perkins, Diane Boucher, Jane McNamara, Susan Brophy and Nancy Caruso were the varsity team members that played strong and fast to produce this new hard-hitting women's intercollegiate sport.



# SOCCER

It was a season of both happiness and frustration for the UMass soccer team.

The booters finished with an overall record of 6 wins, 3 losses and a tie. But they were only 4-2 in the Yankee Conference, a record which left them in third place.

If any one aspect of the season stood out, it was the fact that the team refused to quit. Even after several early disappointments that kept the Minute-

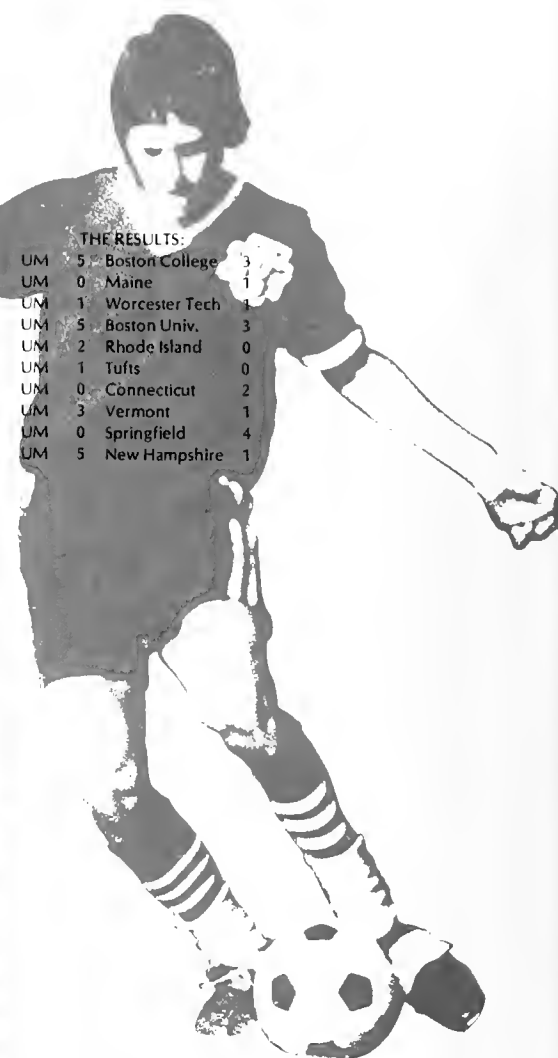
men out of the Conference race and, for the most part, the New England ratings, the booters maintained a high spirit and sense of pride.

The three losses came at the hands of Maine and two of three top teams in New England soccer, UConn and Springfield.

But the Minutemen also knocked off their share of top-flight competition. They whipped Tufts at a time when the

## THE RESULTS:

UM	5	Boston College	3
UM	0	Maine	1
UM	1	Worcester Tech	4
UM	5	Boston Univ.	3
UM	2	Rhode Island	0
UM	1	Tufts	0
UM	0	Connecticut	2
UM	3	Vermont	1
UM	0	Springfield	4
UM	5	New Hampshire	1



Jumbos were rated sixth in the poll. The booters were also successful against Rhode Island, the defending conference champions, and they thoroughly dominated New Hampshire in the final game that was to decide third place.

There were also some fine individual performances turned in during the course of the season.

Tom Coburn, a junior from Chicopee, lead the conference in scoring and was named to the All-Conference team.

The only other Minuteman named to the all-star team was Mike Nugent, a senior halfback from Needham.

Two UMass players, Coburn and halfback Jim Vollinger were chosen to play in the annual New England soccer coaches' all-star game.

Probably the most meaningful awards, however, are the ones that are bestowed by one's teammates.

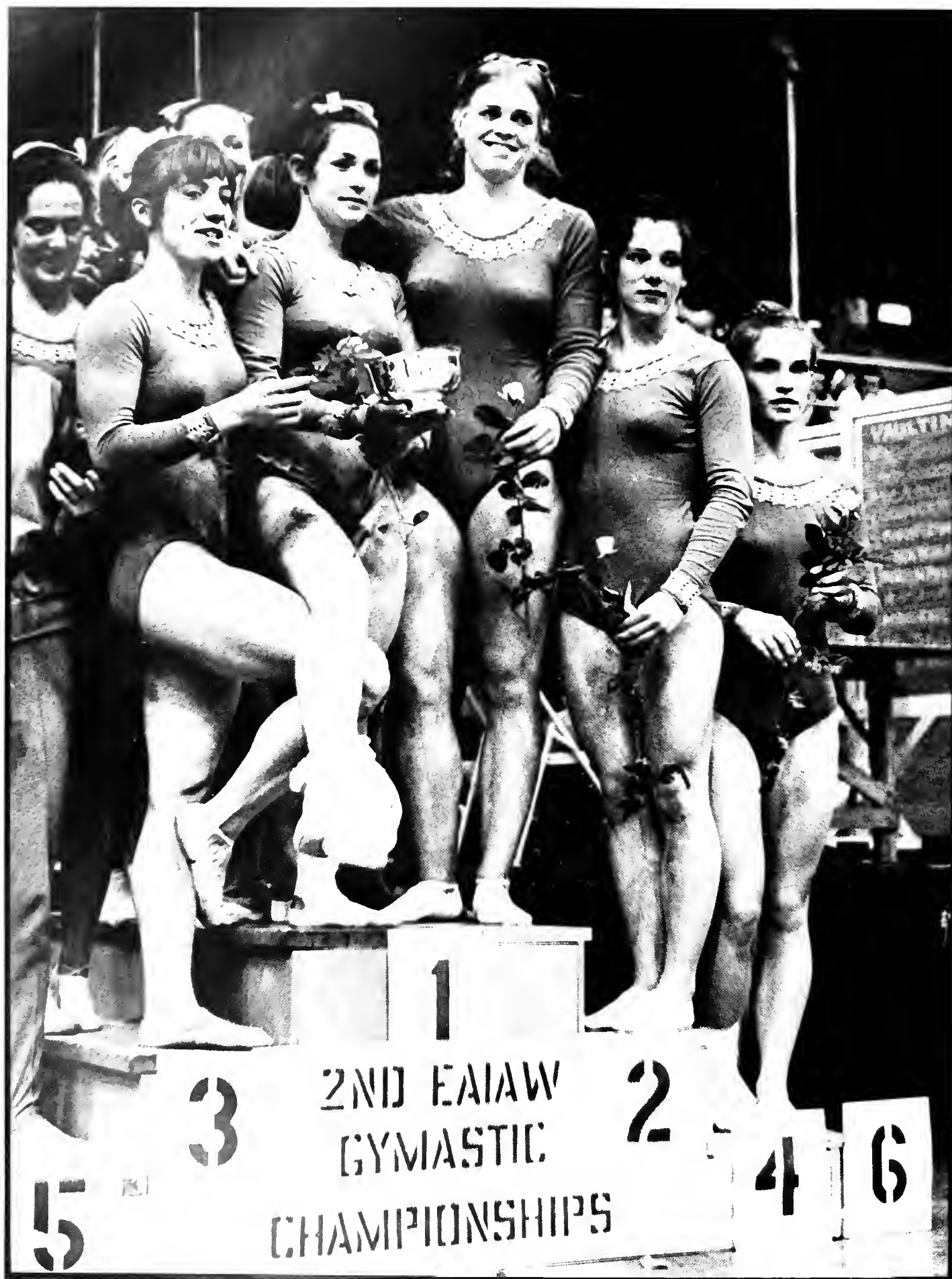
For Most Valuable Player, the team chose Mark Tyma, a senior halfback from Langhorne, Pennsylvania.

Gary McKenna, a fullback from Nor-

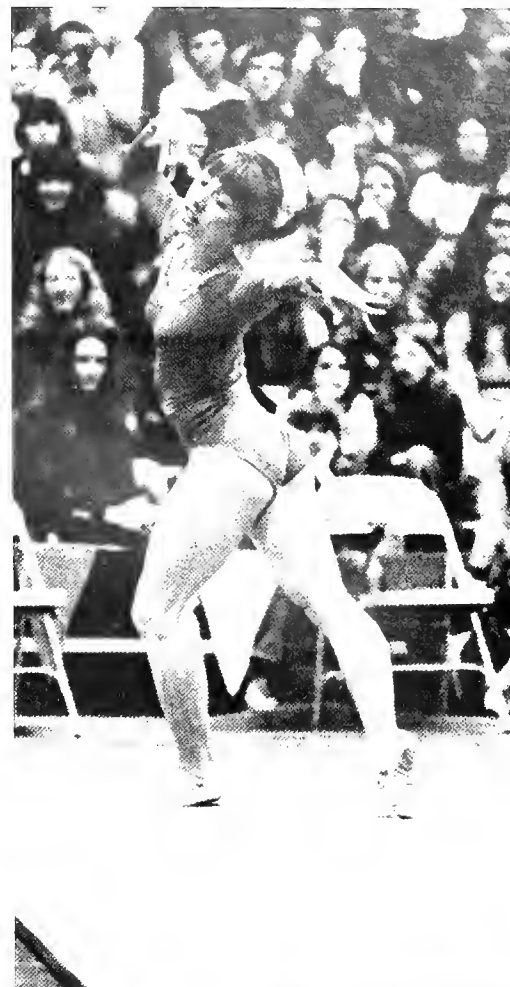
thampton and only a sophomore; was chosen as the most improved player on the squad.

In the voting, the team also elected Vollinger and goalie Carl Vercollone as team captains for 1974.









## WOMEN'S GYMNASTICS



*Above: (L to R) Betsy East; Margie Coombs; Anne Vexler. Below: Jeannine Burger.*



The 1974 women's gymnastics team added another title to their list when they shattered Springfield College's unbroken Easterns record and became the new Eastern Regional Champions with a score of 106.2 to Springfield's 103.05.

The Easterns, held in jam-packed Curry Hicks Cage on the UMass campus, turned into a battle between two schools instead of eighteen as UMass and Springfield dominated the meet..

Working like a well-oiled machine, the UMass women put on an unsurpassed team performance and captured numerous individual titles as well.

The first place all-around title went to junior Jeannine Burger. Captain Anne Vexler was the runner-up and Margie Combs tied for fourth. Burger also won individual titles in the uneven bars and floor exercise and qualified sixth on the beam. Vexler captured first

place on the beam, second in floor exercise and fifth on the uneven bars. Combs had the highest score of the entire meet with a 9.2 vault. She won



that event, was in a three-way tie for second on the beam and qualified sixth on the floor exercise.

Top performances were also given by specialists Betsy East, Jodi Hitt and Linda Nelligan. East took fourth on the uneven bars, Hitt tied for second on the beam and Nelligan tied for sixth on vaulting.

Rounding out the Easterns team were senior Heidi Armstrong, who qualified for finals on vaulting and beam, Marion Kuliok and Gail McCarthy. Freshman Carol Rogers added depth to the team throughout the season on bars and vaulting.

Coming off such an overwhelming performance it seemed the defending National Champs would have no problem retaining their title in California. But various organizational problems of the poorly run national meet combined with the fact that UMass couldn't quite get it all together this time result-



Above: Heidi Armstrong

ed in a new champion, Southern Illinois University scoring 108.6. Southwest Mississippi Junior College's 107.2 was second and UMass tied for third with Springfield, scoring 104.8.

The three Minutewomen qualifying for the finals were all-arounders Jeanine Burger on beam and uneven bars, Anne Vexler on the beam and Margie Combs on floor exercise. Burger scored well on bars both days to capture fourth, but due to falls either during the team meet or during the finals, she and the other women failed to place in the other events.

The dual meet season began with some unfortunate setbacks when three varsity gymnasts; Thanne Poth, Diane Cantwell and Gail Hannan suffered

injuries that removed them from competition. This brought the team down to eleven competitors but despite this, the season resulted in a highly success-

ful 7-1 record. The one loss was a heart-breaker to Springfield with a score of 107.25 to 105.3. Once again, Springfield was undefeated in dual meets, a record hopefully to be broken by the Minutewomen next year.

The team loses four of its top gymnasts with the graduation of seniors Anne Vexler, Margie Combs, Betsy East and Heidi Armstrong. These dedicated athletes have worked for four years to bring the team to its present level of superior gymnastics. This type of team dedication, combined with the fine coaching of Virginia Evans and her assistant, Mike Kasavana, will insure progressively better gymnastics teams.





# MENS GYMNASTICS



The 1973-74 season went down as another chapter in the success story of the UMass men's gymnastics team, but it took a spectacular performance by all-around performer Gene Whelan in the last meet of the season to make it their best ever.

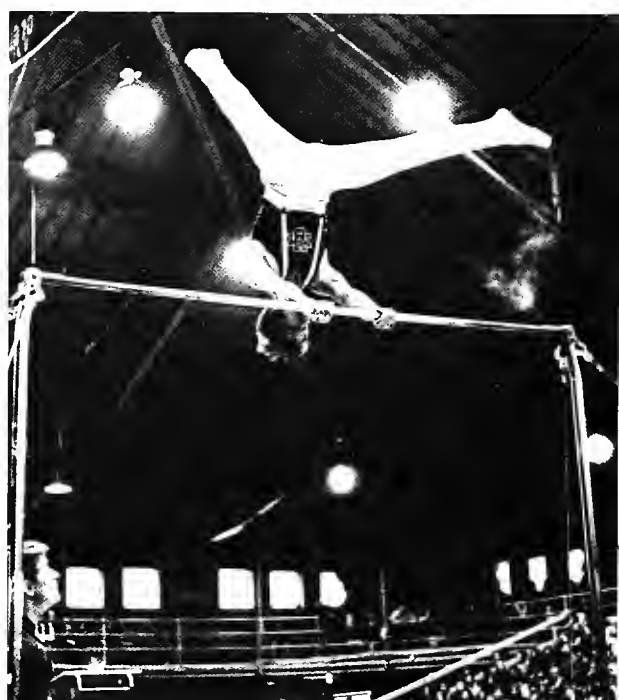
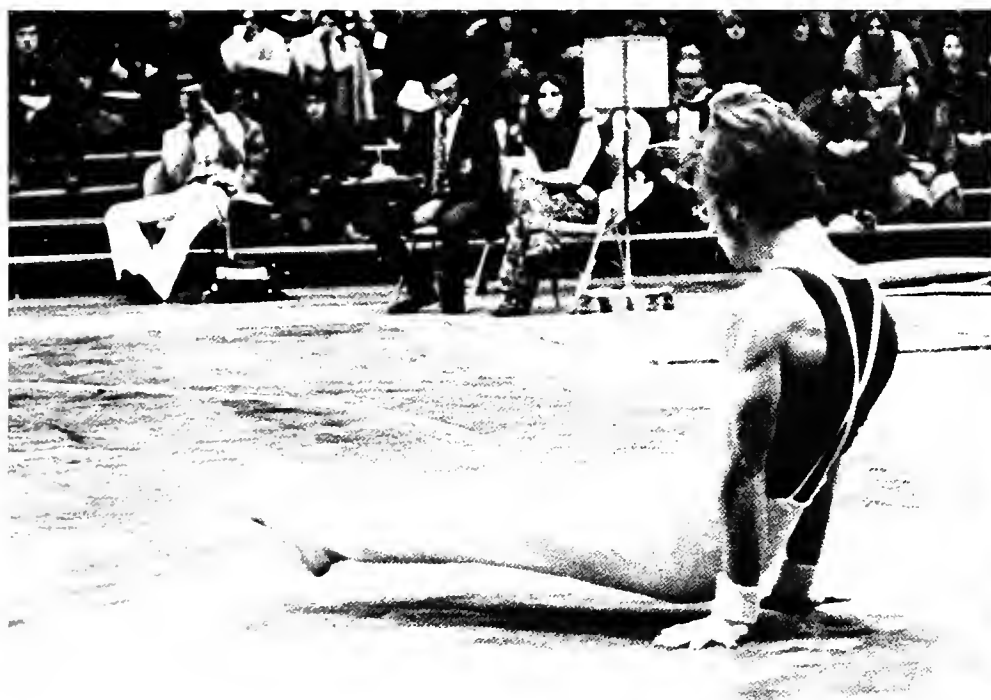
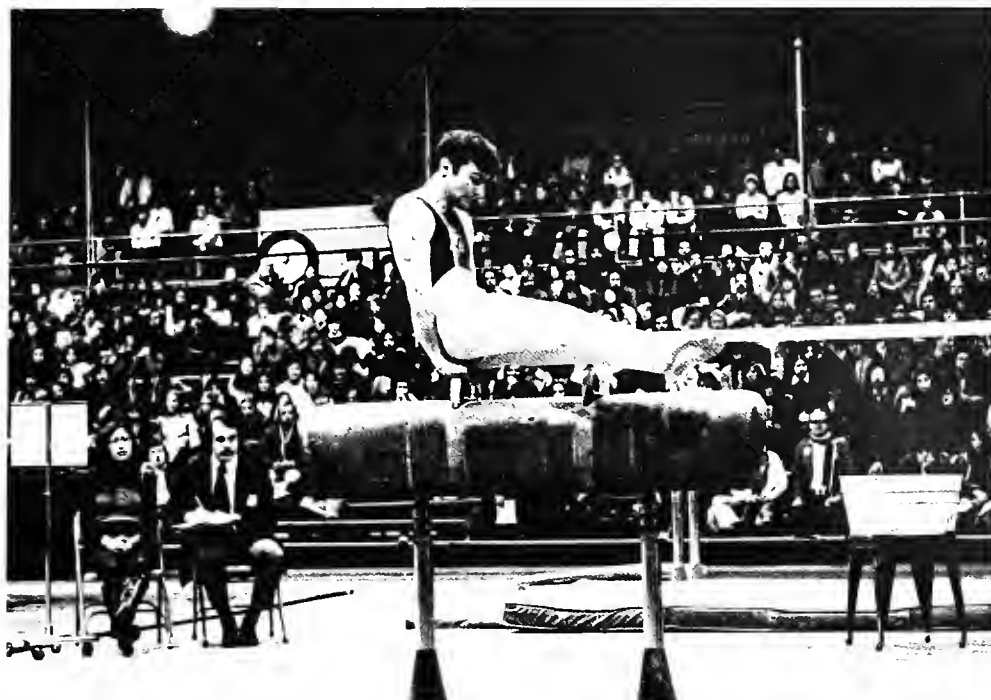
Whelan's record-breaking performance came in the Eastern Intercollegiate Gymnastic League Championship Meet at Cornell, where he led the Minutemen to a fourth place finish and their highest total score (159.6) in their history. Less than one point separated the top four teams.

Two unheralded seniors contributed heavily to a near-upset of NCAA run-

ner-up Penn State. Steve Clancy finished tenth on the floor exercise and Brian Hassig finished ninth on the pommel horse. This gave UMass the lead but lapses on the parallel bars prevented an upset victory.

But the big winner of the meet was Gene Whelan. His parallel bar championship and his second place in the floor exercise still rings and horizontal bar made him not only the Eastern League All-Around Champion, but he was the first Minuteman ever to place in the all-around.

Until the Easterns, Coach Tom Dunn's second season had been almost a carbon copy of his first. Lead by all-



around Whelan, Bill Broulett and Steve Scuderi, the gymmen rolled to an 8-3 record. The team was also assisted by specialists Jack Fabricante, Rich Seikunas and Jay Thomsen.

The highlight of the dual meet season was the Southern Connecticut meet, where an overflow crowd at Boyden Auxiliary Gym watched UMass take the College Division NCAA champs to the final man of the final event before falling by a score of 159.5-159.35. Other high points in the season included a victory over Navy and their first road win against Springfield since 1968.

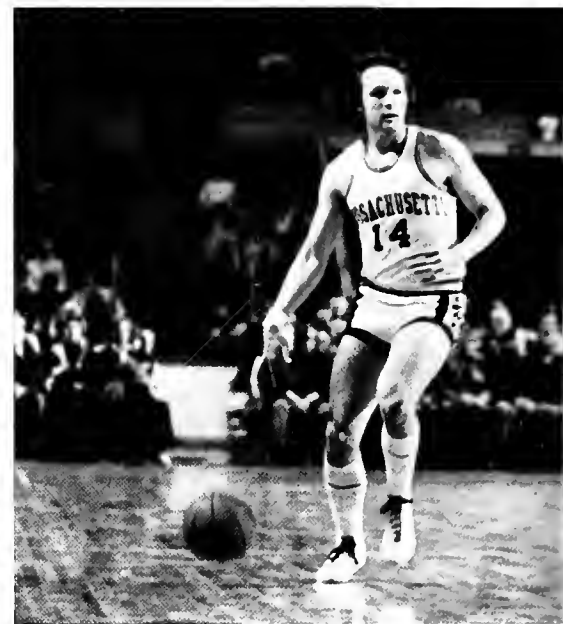
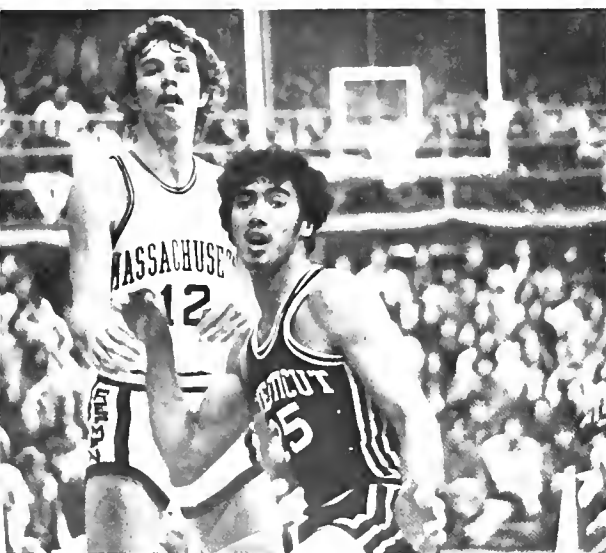
With the loss of Scuderi, Seikunas

and Thomsen, UMass faces a rebuilding year, but this was the season that UMass became an Eastern League contender. It will be savored for a long time.

But the best was yet to come, as Whelan went on to place fourth in the Nationals in the All-Around with a score of 106.25, only 2.7 points behind the champ, Steve Hug of Stanford. This was also highlighted by a second-place finish in the high bar. These accomplishments made the junior from Bedford, N.H. the first All-American gymnast at UMass.



## BASKETBALL



Lead by center John Murphy and forward Al Skinner, the UMass basketball team enjoyed another fine season which was climaxed by the fourth appearance in five years by the Minutemen at the National Invitation Tournament in New York City.

There were some disappointments that showed up during the year, but even the bad breaks didn't diminish the quality of basketball played by coach Jack Leaman's charges.

The season started on December 1st with a nine-point win over Harvard at the Cage, spoiling the coaching debut of former Boston Celtics' great Satch Sanders.

Wins over St. Anselm's, Rhode Island, Connecticut, Holy Cross and Iona Followed. Then the hoopsters won the Hall of Fame Tournament in Springfield, beating St. Peter's and De Paul.

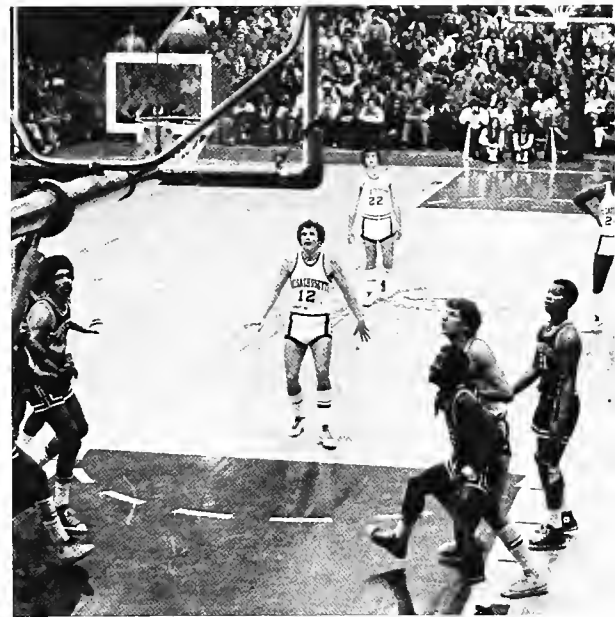
A road victory over Boston University set the Minutemen for a showdown against Providence College in Springfield's Civic Center.

A last-second shot gave Providence a one-point win. The sting was further felt when the A.P. polls placed the Friars in the top ten but completely ignored UMass.

After a win at Maine, the Minutemen had their second showdown of the year become a flop as Syracuse beat them by 16 points.

Victories over Vermont, Northeastern New Hampshire and Niagara fol-





lowed but then the hoopsters lost two overtime games, one at Boston College, the other at Connecticut.

Boston University, Springfield, Rhode Island, Vermont, and Miane all went down to defeat and the Minutemen traveled to Fordham for another key game. The routing of the Rams sealed the bid to the N.I.T.

A make-up game at New Hampshire gave UMass a 21-4 record for the season.

The pairings put uMass up against Jacksonville in the first round. In what was to be part of one of the best of these post-season tournaments, UMass took the taller Dolphins to an overtime

period before falling 73-69.

Besides Murphy and Skinner, the Minutemen had some fine play from forwards Steve Mayfield, Greg Duarte, Peter Trow; and Guards Bill Endicott, Rick Pitino and Jimmy Burke. Skinner, Pitina, Trow and reserve forward John Olson will be graduating but the return of 6'8" Murphy and 6' 7" Mayfield plus the addition of redshirted 6'8" Jim Town gives the Minutemen a positive look for next year and hopes of making the top twenty in the nation.



## BASKETBALL

Edminster, a sophomore, broke all previous records by setting a 12.4 scoring pace and grabbing an average of 10.3 rebounds per game.

Glispin, a junior, added 10.8 points and 8.1 rebounds per game.

Rookie freshmen Chris Basile and Kate Stanne made outstanding varsity debuts. The team can expect not only repeat performances from these two players, but also the addition of several junior varsity hoopers.

Other varsity members who will return next year are juniors Karen Fruzzetti and Chris Molonea and sophomore Joanne Smith.

After compiling a 7-5 record, the women's basketball team headed for the Regional Tournament in Brooklyn, New York where they won their first round contest against Rhode Island 61-53. Thus, for the first time, the Minute-women went into second round competition. There, Coach Jane Farr's team lost to second seeded Queens College 75-46.

They were sparked to their better than .500 season by co-captains Jeannie Abramson and Marilyn Ritz who were assisted by Jenny Edminster, Ann Foley and Pat Glispin.

A strong team this year, the women look to be even better in 1975. Only guard Marilyn Ritz will be graduating. Edminster and Glispin, the two leading scorers and rebounders, lead the returnees.



### SCOREBOARD

UMASS	66	CONNECTICUT	17
UMASS	45	NORTHEASTERN	37
UMASS	33	KEENE STATE	36
UMASS	51	CENT. CONN.	41
UMASS	32	SPRINGFIELD	56
UMASS	49	VERMONT	47
UMASS	49	WORCESTER STATE	37
UMASS	34	NEW HAMPSHIRE	50
UMASS	52	BRIDGEWATER ST.	56
UMASS	53	PLYMOUTH STATE	18
UMASS	35	SOUTHERN CONN.	69
UMASS	35	SMITH	48





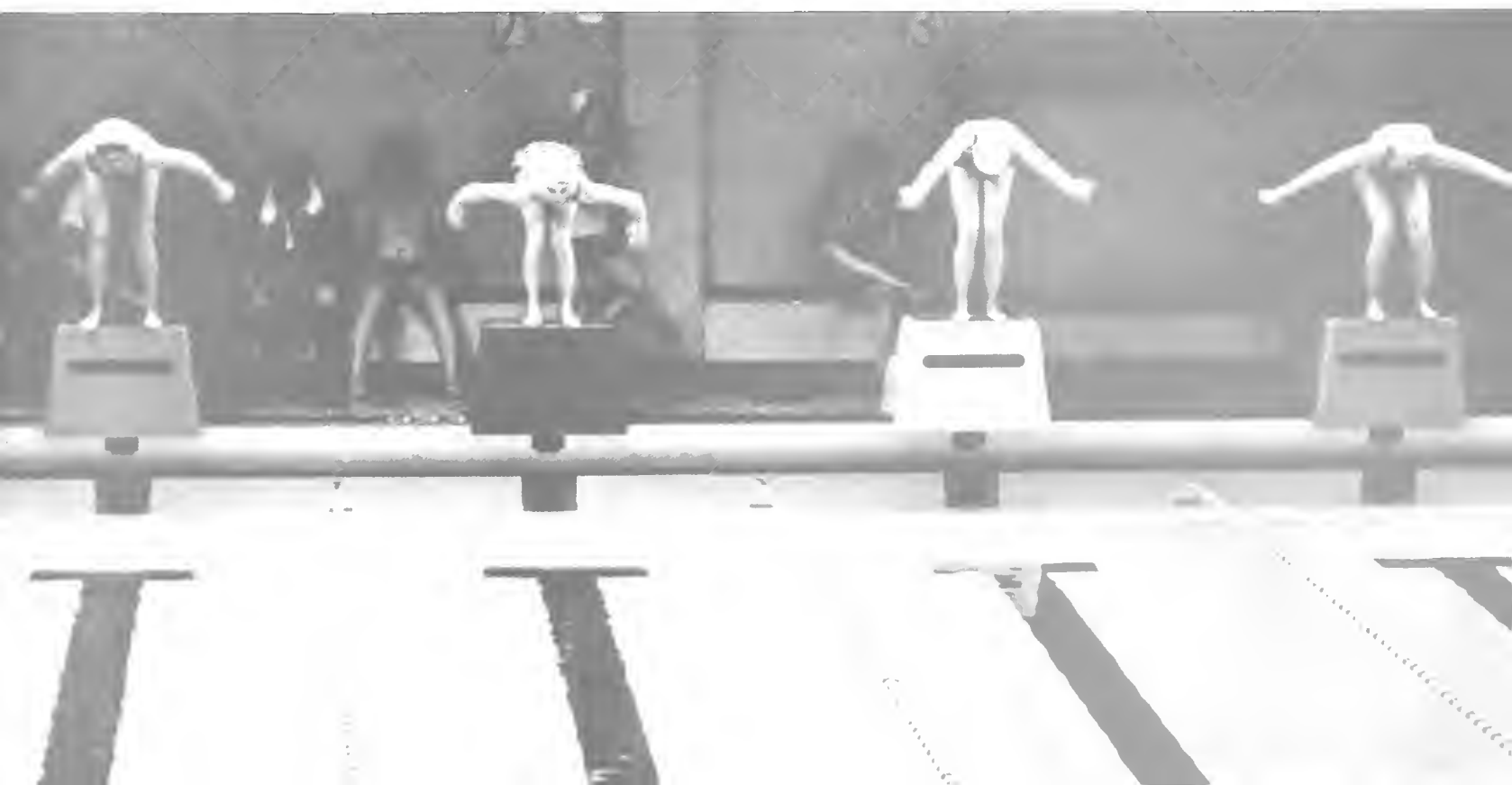
## SWIMMING

The women swimmers' dual meet record of 4-6 was not a true expression of their talent and depth. They competed against four of the top six schools in New England. Coach Pat Griffith provided UMass with some of the best swimmers they have ever had.

On February 16th, they placed sixth in the New England Championships in Orono, Maine. At the Regional Tournament, they finished 14th out of 38 teams.

Sophomore Mary Ellen Dash set a New England record in the 200 yard individual medley with a time of 2:21.1.

UMass also sent four swimmers to the Nationals on March 14-16. They were Dash, Carol Griffiths, Cindy Whiting and Laurie Seluk.







## SWIM TEAM

Lead by senior co-captains George Kwiecien and Dick Blaisdell, the men's swimming team had a respectable 6-7 record, their best in many seasons.

Rookie coach Bey Melamed lead a team that broke six school records, Ben Crooker set three of those records: an 18:05.3 in the 1650 yard freestyle, a 10:56.2 1000 yard freestyle and a 5:07.5 500 yard freestyle.

Dave Boucher set a new 100 yard breaststroke record of 1:05.2 and teamed with Blaisdell, Duncan Lomas, and Joe Hebert to set a 3:26.7 record time in the 400 yard freestyle relay.

The other new record was set by the 800 yard freestyle relay team of Hebert, Lomas, Crooker and Ron Boucher.

Coach Melamed and assistant Larry Lammert have reasons to feel that UMass swimming will get even better. Only Kwiecien and Blaisdell are graduating. The general feelings of the team are that everyone returning should improve and that the Minutemen will be back among the New England swimming powers.





## SKI TEAM



Lead by co-captains Kurt Syer and Dave Rutter, the varsity ski team had another successful season, capturing the New England Inter-College Ski Conference title for the fifth year in a row.

Due to lack of snow in January, the season started late. The skiers had a two week delay which showed as they took a fourth in the UConn-sponsored Giant Slalom and a seventh in the AIC-sponsored Slalom during the first weekend of competition at Roundtop near Ludlow, Vt.

The second weekend of competition took the skiers to Mt. Rowe in Laconia N.H. where they took second place in both the Bentley-sponsored Giant Slalom and the Tufts-sponsored Slalom. Waltham's Prospect Hill was the next site for the Minutemen as they took a second place in the Northeastern-sponsored Slalom and a fourth place in the Boston College — sponsored Slalom.

Charlemont's Berkshire East was the next stop. UMass placed second in the Amherst-sponsored Slalom and won

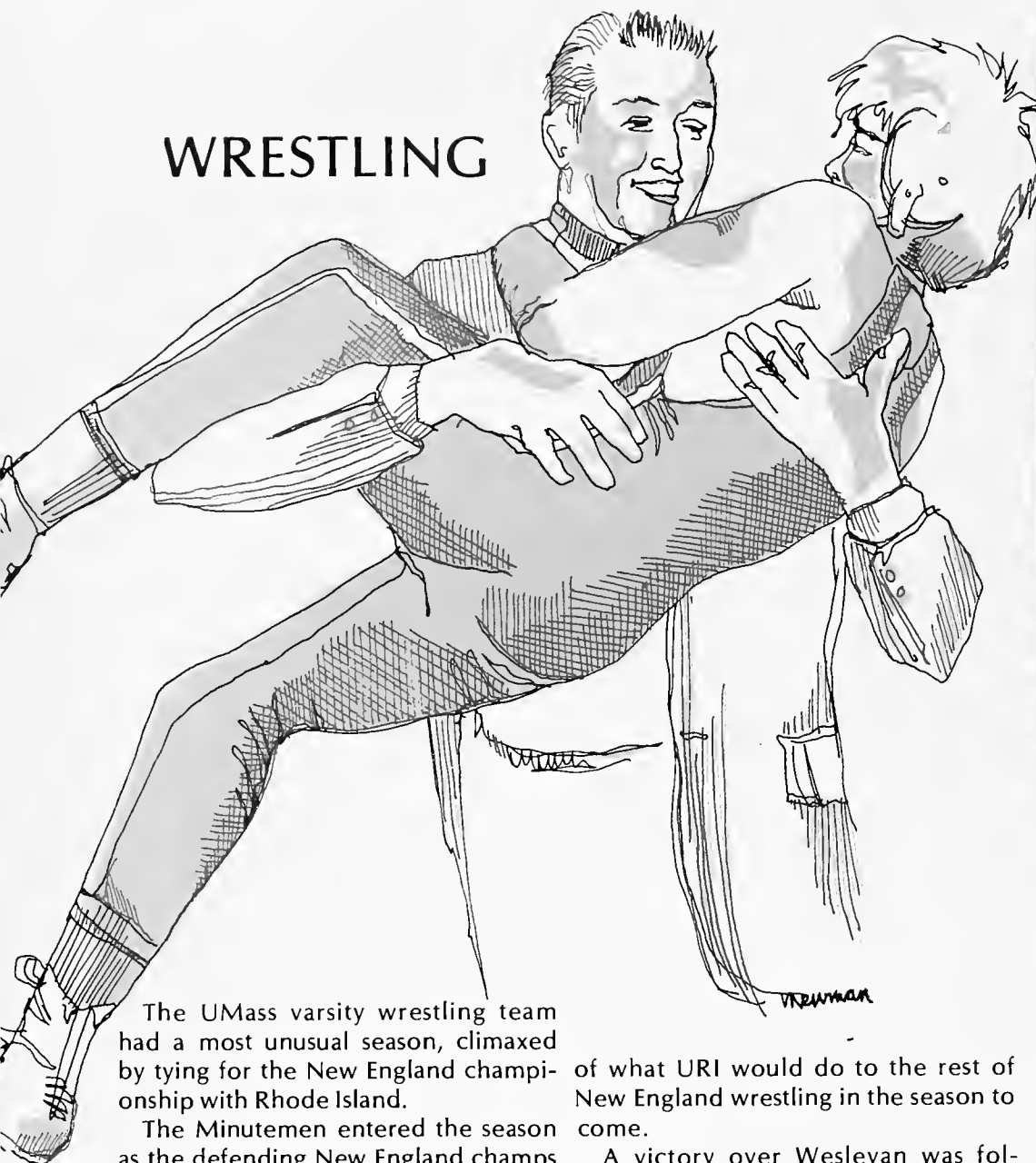
their first meet of the season at the UMass-sponsored Giant Slalom.

Coach Bill MacConnel had one of his most talented teams with not only Kurt Syer and Dave Rutter, but senior David Ferris; juniors Jim Hawkins, Larry Peek and Rich McWade; sophs Steve Tonelli, Gary Peck and Bill Nebeski; and freshmen Ben Ferris and Bob Choudos. His problem had been putting it all together.

The national Invitational Alpine Tournament saw the Minutemen emerge as the winners for the fifth year in a row. Out of thirteen colleges competing in this tournament, UMass finished third in the downhill event behind Dartmouth and Plymouth State but they won the slalom and giant slalom events to win the tournament and the conference.

Next year should probe the same as only three seniors are graduating. The return of McWade, Tonelli and Hawkins should continue the UMass varsity skiing tradition of winning the New England Inter-College Ski Conference.

# WRESTLING



The UMass varsity wrestling team had a most unusual season, climaxed by tying for the New England championship with Rhode Island.

The Minutemen entered the season as the defending New England champs and were expected to do well but injuries forced coach Homer Barr to go with youth. A dual meet record of 9-7 was disappointing but the grapplers stunned the rest of New England by coming from behind to win their second consecutive team championship, placing four individual champs.

The season started well, but there were some doubts about personnel. Defending heavyweight champ George Ireland incurred an injury that ultimately kept him out for the year while some of last year's place winners decided not to return.

These vacant spots had to be filled with freshmen, albeit talented wrestlers, but untried freshmen just the same.

Opening victories over UConn and Yale were soon forgotten when the Rhode Island Rams blasted the Minutemen out of Kingston 37-3, in a taste

of what URI would do to the rest of New England wrestling in the season to come.

A victory over Wesleyan was followed by losses to MIT, Harvard and Hofstra wherein UMass learned what they had to do if they were to finish respectably in the New England's. The Christmas break saw the Minutemen come back three weeks early for a grueling road trip to Long Island, New Jersey and Pennsylvania that left them bruised and sore, but showed them that with hard work, they could wrestle as well as anyone.

The remainder of the dual meets went quickly. There were disappointing losses to C.W. Post, Springfield and Wilkes but the Minutemen set their sights on the New England championship.

The final motivating factor was the Yankee Conference Tournament because UMass was upset and took a third place behind Boston University and URI, finishing with only one champ while the Rams had six.

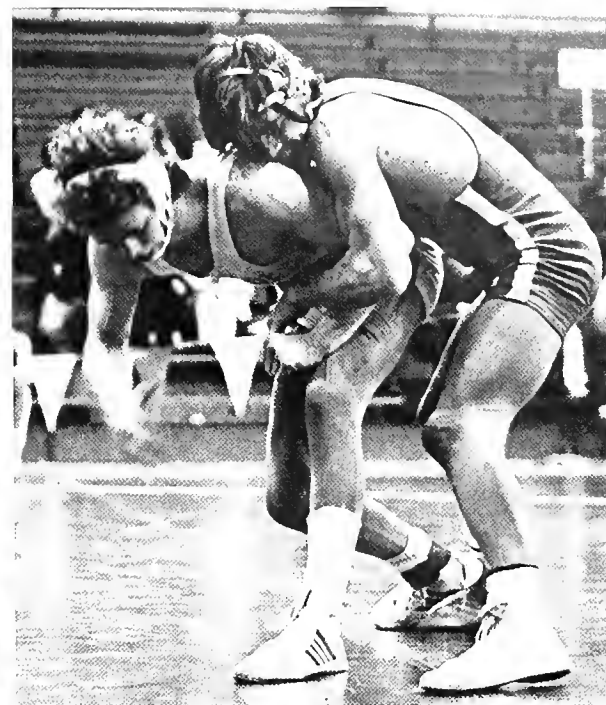


Right there, Coach Barr and the team knew what had to be done. Every wrestler had to figure out what weight was best and all had to work to achieve those weights. For some it meant dropping to a weight they had not seen in years, for others it meant going up to where they didn't belong just to give the team the balance that would help in the New England'. Seniors Larry Reynolds and Steve Benson set the example by committing themselves to dropping one weight class, Reynolds to 118 and Benson to 158. Sophomore Cliff Blom dropped to 150, junior Dick Muri to 126 and freshman Bob Spaulding to 177. Soph Doug LeMire went up to 142, freshman Robin Osborne went up to 190 and freshman Steve Jabaut went up to 167.

The two big questions were at 134 and heavyweight. Russ Chateaufneuf was the New England champ as a frosh but had sat out his soph season because of a knee injury. His dual match record at 142 was not impressive and he made the cut to 134. The heavyweight was freshman Dennis Fenton, who had shown that he was at least the second-best in New England, but three losses to URI's Ray Miro looked to be a factor in the New England's.

From the outset, it looked like URI was going to walk away with the championship. Then a funny thing hap-



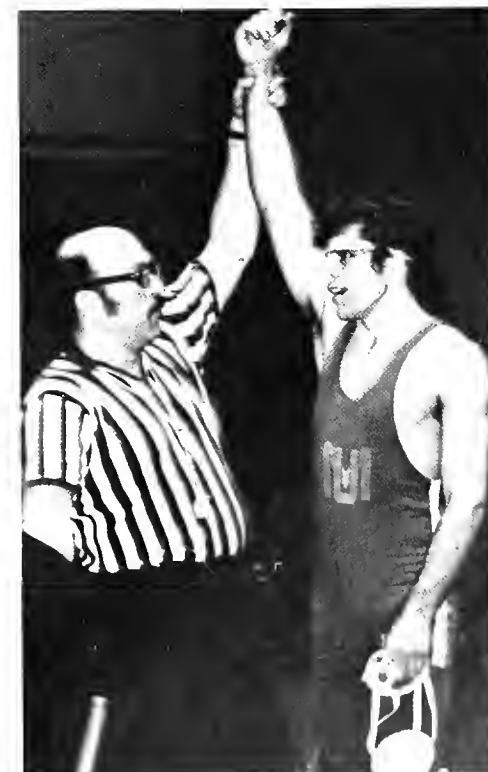
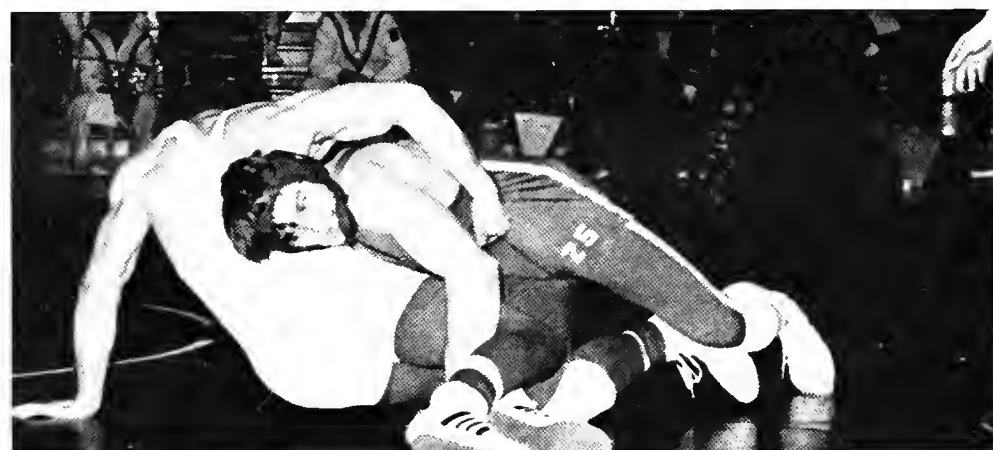


pened in the semi-final and consolation rounds; UMass' wrestlers were winning and the Rams were flat. By the end of the semi-final round, UMass had pulled ahead of Boston University and URI was not far off. The consolations saw Muri finish fourth, LeMire third, Blom fourth, Jabaut third and Spaulding fourth. Reynolds, Chateuneuf, Benson, Osborne and Fenton made the finals.

Reynolds started off the final round by pinning Rich Adham of URI in 4:51. Chateuneuf tied Boston U's Sev Polizio in regulation time and in overtime but won the bout by a unanimous referee's decision. Captain Steve Benson has no trouble in disposing of Boston U's Paul Donovan 10-4. Osborne was pinned by Dartmouth's Chuck Estin in 59 seconds.

By then, UMass was only a point behind URI as the Rams had only two champs in five attempts. The final bout was UMass' Fenton against Miro of URI. Miro had beaten Fenton by a decision once and had pinned him twice, Fenton had to win to have the Minutemen tie the Rams, a pin or superior decision would give UMass a victory.

Fenton won the bout 13-4, giving the Minutemen the tie which maintained the Minutemen's dominance in New England wrestling.



(Top left): Looking for a New England Championship is senior 118 pounder Larry Reynolds. He won the title with a pin in the finals. (Top right): Head Coach Homer Barr and Asst. Mike Welch advise Russell Chateuneuf on the way to his second New England championship at 134 pounds. Chateuneuf (also top right and below left) placed in the top fifteen in the NCAA's at Iowa State — the highest of any of the NEUWA Champs. (Center): Senior 158 pound NEUWA Champ and UMass team Captain Steve Benson in the finals. (Below right): Sophomore Cliff Blom, fourth placer at 150 in the NEUWA Championship.

# HOCKEY



It was a season that promised to be unpredictable, and it was. It was a season full of questionmarks, most of which were answered pleasantly by year's end, and, while not a raging artistic success, it was a season that promised a bright future. 10-12-1 was the final tally at year's end, but after a start that saw the young Minutemen lose their first two games by combined scores of 16-8, it seemed pretty acceptable.

Actually, UMass came within a smidgen of winning their second Division Two championship. Jack Canniff's men drew the fifth seed in the eight-team post-season playoffs and upset the Boston State Warriors in the first round.

Vermont came next, in Burlington of course, and the Minutemen almost had them. Trailing all the way, a late goal by John Muse pulled them to within one but the clock ran out and Vermont won 4-3.

The Cats won the title, beating Merrimack 6-2 and the general opinion was that UMass could have taken Merrimack in the finals.

Most encouraging was the work of a slew of freshmen and sophomores. Mike Merchant, a freshman from Framingham, tied with senior Jim Lynch in team scoring. Tim Howes, from Marblehead, showed signs of future stardom and won a place on the

All-Merrimack Tournament team. Carl Burns and Mark Sullivan both had their ups and downs but the ups were frequent enough to keep them as regulars all season.

Sophomores Jim Lyons and Billy Harris played alongside each other on a high-scoring line, with Lyons being the big goal-scorer off set-ups from Harris.

Steve Nims, a hard-hitting right wing, and linemates Kevin Connors and John Muse were the juniors in Canniff's forward lines. Nims' solid two-way play made him invaluable, as did Muse's. Connors didn't score often, but most of them were key goals against tough opponents.



Senior Jim Lynch, the only one among UMass' non-goaltenders, filled his role as on-ice leader well. He played the off-wing, was selected once to the ECAC Division Two weekly all-star team and scored heavily in the playoff games.

On defense, the Minutemen were short on experience, but things back there didn't turn out to be the disaster it could have been.

Bob Quinlan and Dave Alesandroni saw spot duty throughout the season,



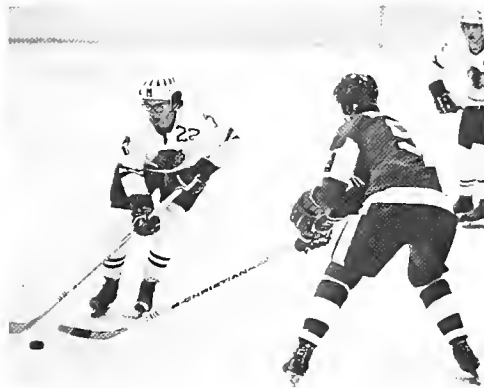
and for a while so did Bill Mintiens. An injury to Mike Ellis gave him a regular shot and he responded well.

Ellis, who along with Brian Mulcahy combined to give the blueline corps some experience, had a fine season until he suffered a shoulder separation in early February. He came back in time to help out with the playoffs.

Mulcahy missed the first six games of the season while on academic probation, but played a strong, steady style of defense over the second part of the season.

The pride and joy of the UMass hockey program, though, was the goal. Chick Rheault, despite being snubbed by the Division Two Awards Committee, was one of the best netminders anywhere. Hurt much of the year with a recurring shoulder problem, he singlehandedly won several games and was magnificent in the playoffs. If he can keep out of the hospital, he seems a sure bet to make it as a professional.

His backup, John Binkoski, never quit and did well for himself when he got a chance. Perhaps his finest moment was when he came in to play late in the Northeastern game with UMass down 5-2 and his teammates rallied around him to tie the game at 6-6. Both he and Rheault will be gone next year, leaving Coach Canniff a major hole to fill.



Most of next year's club will be composed of sophomores and juniors. The loss of Rheault, Lynch and Binkoski will hurt, but the knowledge that all those experienced underclassmen will be coming back should make Jack Caniffs off-season a pleasant one.









Cooperation, determination and a sense of group achievement characterized the U. Mass Woman's Crew Team as they entered their third year. For the first time two boats were filled and a sense of competition ensured a lively training period.

During the fall season, the women greeted the dawn on the Connecticut River as they practiced. In spite of the early hour, the sparkling wit of the crew so appreciated by their coach provided some of the incentive for the women to brave the predawn darkness. The women proved their dedication and, to their acquaintances, their insanity to the sport of crew through the seven days per week involvement with rowing. Practicing six days a week

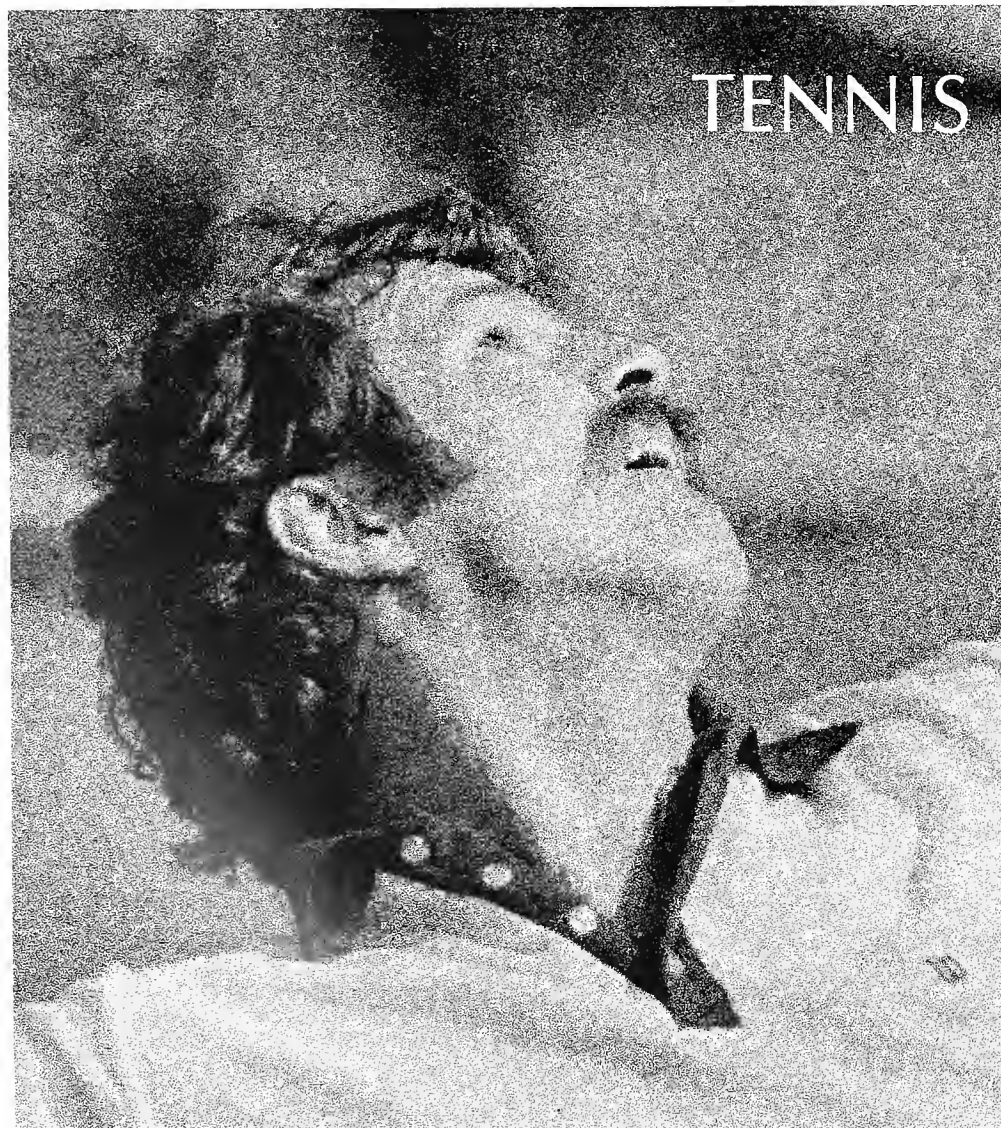
the women travelled to Connecticut and eastern Massachusetts to participate in races as well as hosting their first home regatta on the Conn. River. Affectionately dubbed "The Burger King Regatta" for the benefactor who provided food, it was the women's first reciprocal regatta to the teams who had lent them boats, equipment, and friendship over the past seasons.

After intersession the women returned to gruelling winter training. Included in this were weight workouts, running the WOPE hills to East Pleasant street and a daily jaunt to North Amherst to ascertain that no one had stolen the traffic lights. In addition there were weekly workouts on the ergometer — the rowing machine that often

made the women wonder if the pain was worth the beauty of the sport.

With the coming of Spring and the thawing of the Conn. River, the women took once again to their aquatic practices. Now, in the late afternoon, two boats of grimly determined women fought the current, debris and the unfamiliarity of new crew people in their quest for a stronger and more coordinated team. Urged on by their two star coxwains as well as Bob Sposta, a critical coach striving to perfect technique, the women continued to fight the inclement weather (remember that snowy day with ice on the oars, or the day with the thirty mile-per-hour wind?)





Being the Yankee Conference champions for three straight years, the tennis team started the 1974 season on a high note. However, things were to change drastically along the way.

Coach Steve Kosakowski, in his 26th year as UMass' tennis coach, had a winning season with a 5-3 record.

It started out with an opening loss at Tufts but the Minutemen won four straight, defeating Rhode Island, Bowdoin, SUNY-Albany and New Hampshire. M.I.T. ended the winning streak in Cambridge but the team quickly rebounded by shutting out A.I.C. 9-0 in a match played on two different courts — on the A.I.C. campus and at a public park in downtown Springfield.

The final match played as a team resulted in a loss to Boston College at Chestnut Hill. After that final encounter, coach Kosakowski stated, "I wish we had gotten lost today." This statement was in reference to the fact that the team had trouble finding its way to all of the previous away matches.

The Yankee Conference Tournament on the URI campus in Kingston was the final competition for the team. UMass was considered a favorite going in but when the two-day event had ended, Vermont came away with the championship. UMass and UConn finished in a tie for second.



# CREW



The UMass Men's Crew enjoyed one of its finest seasons ever in 1973-74, with the varsity and freshman boats taking individual College Division championships at the Dad Vail Regatta on May 11.

Coach Mike Vespoli had his rowers training as soon as school began in the fall with six weeks of rowing on the Connecticut, culminating with competition in the local Hadley Henley and the Frostdite Regatta in Philadelphia.

Then, members of the crew went indoors, working to build up their strength and endurance.

When the weather got warm again, the rowers went back out on the Connecticut to get ready for the six-week long season.

The varsity won every event entered and beat such schools as Boston University, Harvard's third team, Coast Guard, LaSalle and the M.I.T. lightweights.

The freshman crew, coached by Chick Leonard, lost to only B.U. and beat many fine freshman crews during their dual meet season.

In addition, the junior varsity crew had a fine season.

By defeating Harvard's third team in the New England Open Championships on May 4, the varsity showed they were ready for the Dad Vail.

Traveling to Philadelphia for the Dad Vail, UMass entered not only the varsity, jayvee and frosh teams but a Varsity -4, entirely composed of freshmen.

At the Vail, The Varsity-4 took a fourth in their race, the jayvees took a third and the frosh won their event.

The big event, though, was the varsity race. With a lineup of Bill Fitzpatrick, Jack Watkins, Kevin Connor, Paul Gowen, Peter Flood, Steve Loomer, co-captains Peter Berg and Rich Clair with coxswain Bruce Kline, they won a neck-and-neck race with Coast Guard and St. Joseph's, taking the Dad Vail cup for the second year in a row.

But the event was saddened as both Coach Vespoli and Coach Leonard resigned as a result of the crew's being refused varsity status. But members of the crew feel that the continuation of excellence in UMass crew will prevail during 1974-75.





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The 1974 UMass track season did not start out on a very high note. The team traveled to Boston College and lost 81-73 and there were thoughts about a long season ahead.

But the trackmen bounced back, however, and came on strong to pick up six straight victories before losing to a strong Dartmouth team. The highlight of this six-win skein was a thrilling victory over Northeastern by a 99-97 score.

The story of the NU meet (and the entire season) was the success of the distance runners. In the meet with Northwestern, Randy Thomas lead a charge in the two-mile run that sewed up the win.

This inspirational performance provided the trackmen with incentive-enough incentive to come together as a team at the BC Relays. The result was a first place finish and it was apparent that the opening loss to BC was indeed a fluke.

After a sensational showing at the Penn Relays, where five records were set by UMass competitors, a "distance-less" team traveled to Rhode Island

and rounded out the dual meet segment of the season with an 80-74 win.

Then track fans were treated to an unscheduled meet with the Greater Boston Track Club and all the big names from the past few years in New England track were there. The one-point loss was just another indication of how strong 1974 UMass track team really was.

This set up for the perennial duel between the Yankee Conference powers, UConn and UMass. UMass had an off day and UConn won the YanCon meet 92-73½.

But the team didn't let the poor showing at the the Conference meet get them down and just seven days later, UMass was the best in New England track.

In winning its first new England title, the team scored 37 points in five of the first nine events and coasted victory over teams like Northeastern, UConn and Dartmouth.

Highlighting the title effort were performances by Paul Segersten, John McGrail and Tom Maguire, who finished 1-2-3 in the six-mile run. The top

three finishers in the test of endurance, both mentally and physically, earned the team 13 big points.

Tom Wilson and Bill Gillin finished 1-2 in the steeplechase and conveyed a team spirit that was there all year long. The two harriers came across the finish line in a true illustration of comradery-holding hands.

Valuable points were also picked up by Randy Thomas (3rd in the 3 mile), Steve Crimmins (3rd in 440), a 2-3-4 finish in the triple jump by Bob Adamson, Ken Adamson and Mike Geraghty, and a 3rd by Gereghy in the long jump.

Only six seniors will be lost to the team. Long distance runner Paul Segersten, high jumper John Osborne, middle distance runner Barron Littlefield, weightman Bob Bocash, hurdler Jim Hennessey (2nd in 120 high hurdles at New England's), and middle distance runner Jack Moloney are now only memories of a team that gave UMass its first New England track championship.

But there are some promising frosh on their way and their addition to the team makes 1975 look bright as UMass will look to defend its hard-won title.

# BASEBALL

After being one of the top teams in the Yankee Conference for several seasons, the UMass baseball team slid downhill with a 9-16 record, 0-8 in the Yankee Conference.

The season started off well with a 3-2 spring trip to Florida but the team saw its pitching staff collapse and they lost four straight in opening their New England season.

After a win over Holy Cross, five more games were lost before the Minutemen won a high-scoring affair from Fairfield, split a doubleheader with Dartmouth, lost two to UConn, and accomplished something more successful UMass teams hadn't done. They beat Harvard in a 11-10, 10-inning contest that was the highlight of the season.

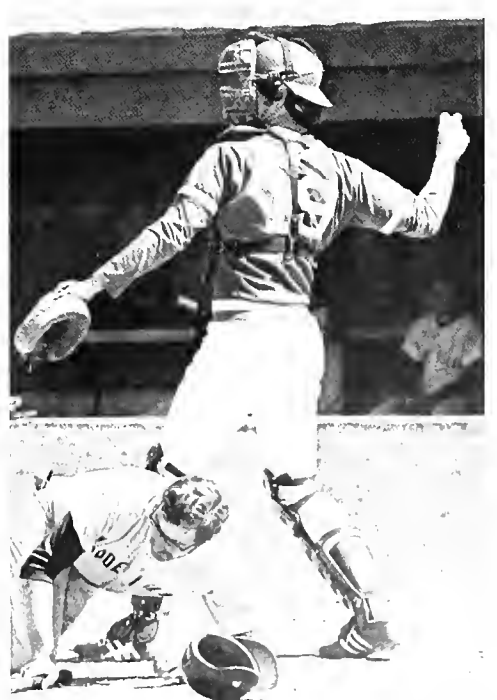
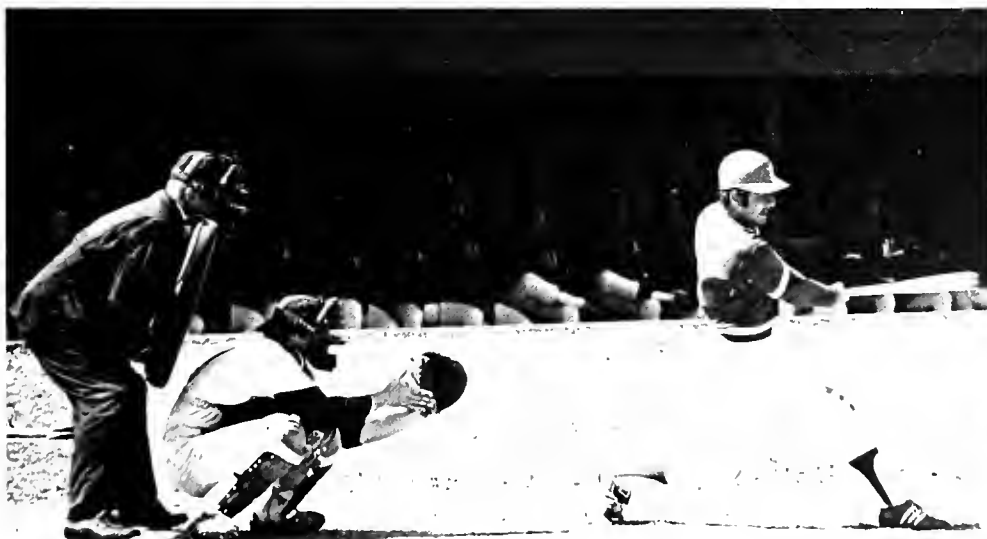
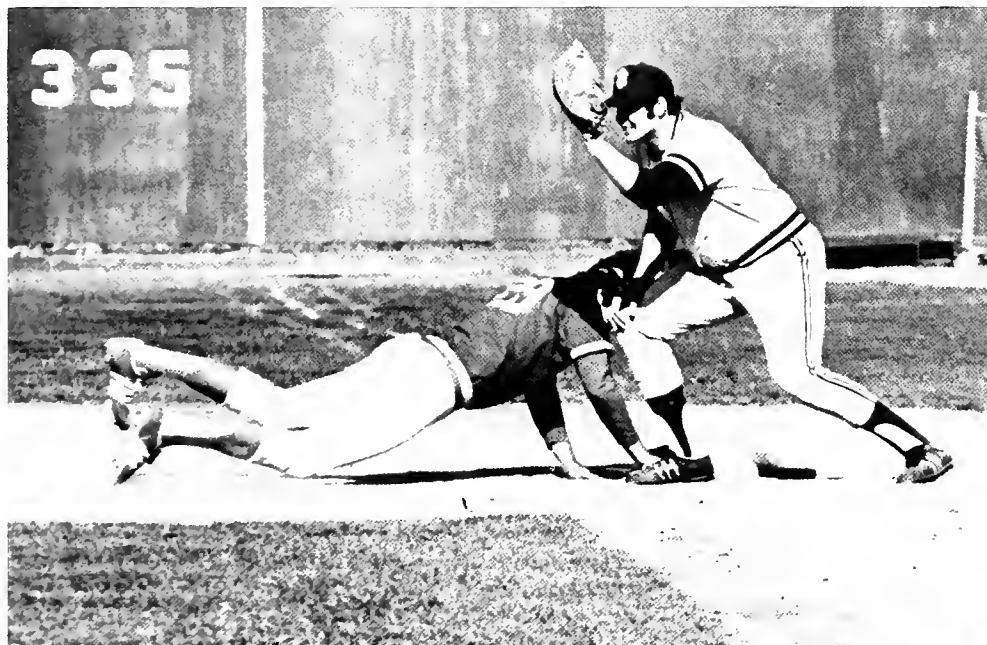
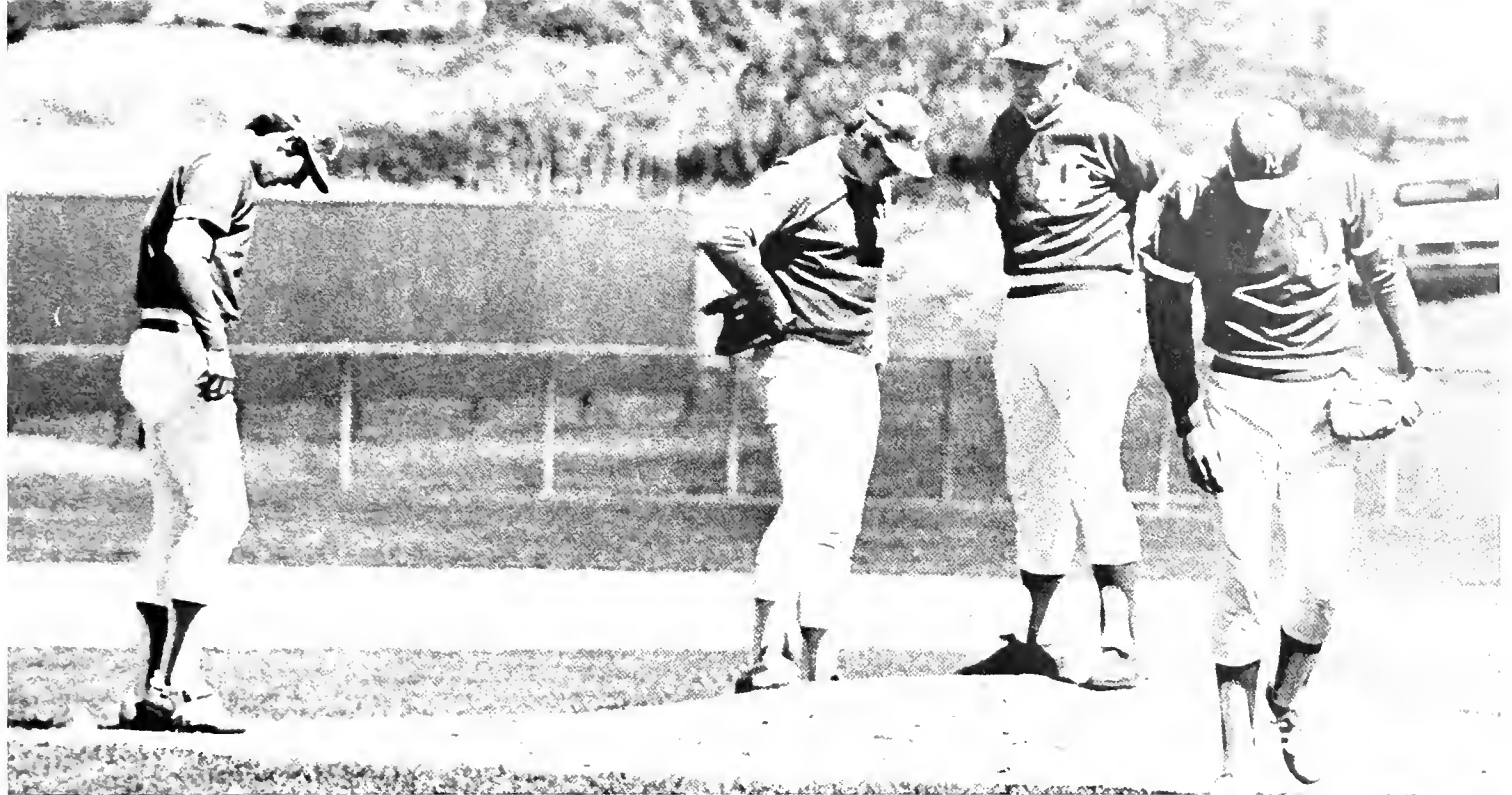
The season ended with a loss to Northeastern, another split doubleheader with Dartmouth and a win over nearby Amherst.

But it was a young ballclub as only three seniors, John Olson, Rick Hansen and Steve Merrill will graduate. Among the returnees are first baseman Ron Beaurivage (4 home runs, .337 average), shortstop Mike Koperniak (.300 average), third baseman John Seed (.284), centerfielder Peter Backstrom (.294), second baseman Joe Marzilli, pitcher Craig Allegrazza, and catcher John Healy.

With this nucleus and the addition of players from a successful jayvee, UMass baseball should rise up in 1974-75 to contend for the Yankee Conference crown.









Fan Gaudette

# GOLF

"We have alot of men  
outstanding in this field"







One of the more successful teams on campus in the spring was the varsity golf team.

They came off a successful fall that saw them take fourth in the ECAC tournament and a first in New England.

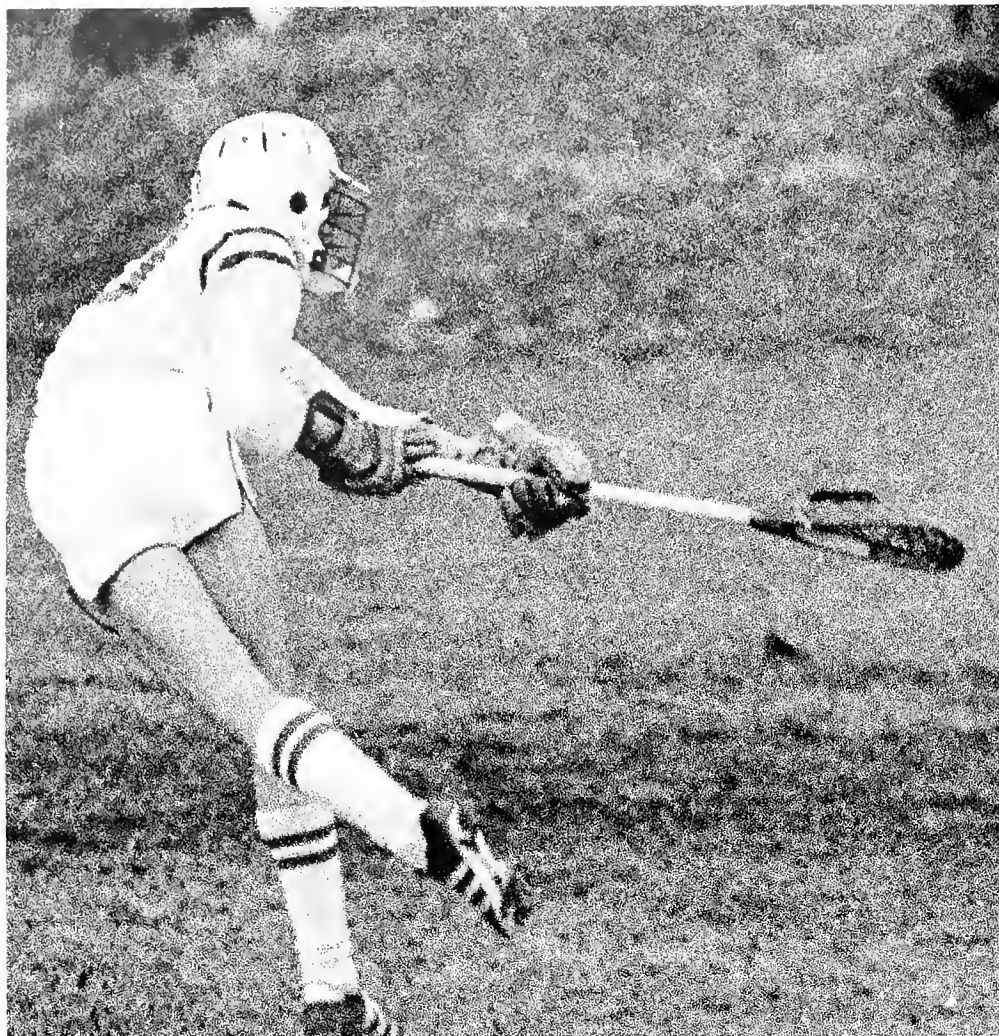
But the spring was not as successful even though the golfers had a 13-2

record. Holy Cross and Colby beat them out for the Yankee Conference title but they came back to take first in the New England University Division, sixth overall.

But coach Fan Gardette had a young team. He loses only one senior in Dave

Kern, but gains 5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100-101-102-103-104-105-106-107-108-109-110-111-112-113-114-115-116-117-118-119-120-121-122-123-124-125-126-127-128-129-130-131-132-133-134-135-136-137-138-139-140-141-142-143-144-145-146-147-148-149-150-151-152-153-154-155-156-157-158-159-160-161-162-163-164-165-166-167-168-169-170-171-172-173-174-175-176-177-178-179-180-181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200-201-202-203-204-205-206-207-208-209-210-211-212-213-214-215-216-217-218-219-220-221-222-223-224-225-226-227-228-229-230-231-232-233-234-235-236-237-238-239-240-241-242-243-244-245-246-247-248-249-250-251-252-253-254-255-256-257-258-259-260-261-262-263-264-265-266-267-268-269-270-271-272-273-274-275-276-277-278-279-280-281-282-283-284-285-286-287-288-289-290-291-292-293-294-295-296-297-298-299-300-301-302-303-304-305-306-307-308-309-310-311-312-313-314-315-316-317-318-319-320-321-322-323-324-325-326-327-328-329-330-331-332-333-334-335-336-337-338-339-340-341-342-343-344-345-346-347-348-349-350-351-352-353-354-355-356-357-358-359-360-361-362-363-364-365-366-367-368-369-370-371-372-373-374-375-376-377-378-379-380-381-382-383-384-385-386-387-388-389-390-391-392-393-394-395-396-397-398-399-400-401-402-403-404-405-406-407-408-409-410-411-412-413-414-415-416-417-418-419-420-421-422-423-424-425-426-427-428-429-430-431-432-433-434-435-436-437-438-439-440-441-442-443-444-445-446-447-448-449-450-451-452-453-454-455-456-457-458-459-460-461-462-463-464-465-466-467-468-469-470-471-472-473-474-475-476-477-478-479-480-481-482-483-484-485-486-487-488-489-490-491-492-493-494-495-496-497-498-499-500-501-502-503-504-505-506-507-508-509-510-511-512-513-514-515-516-517-518-519-520-521-522-523-524-525-526-527-528-529-530-531-532-533-534-535-536-537-538-539-540-541-542-543-544-545-546-547-548-549-550-551-552-553-554-555-556-557-558-559-560-561-562-563-564-565-566-567-568-569-570-571-572-573-574-575-576-577-578-579-580-581-582-583-584-585-586-587-588-589-590-591-592-593-594-595-596-597-598-599-600-601-602-603-604-605-606-607-608-609-610-611-612-613-614-615-616-617-618-619-620-621-622-623-624-625-626-627-628-629-630-631-632-633-634-635-636-637-638-639-640-641-642-643-644-645-646-647-648-649-650-651-652-653-654-655-656-657-658-659-660-661-662-663-664-665-666-667-668-669-670-671-672-673-674-675-676-677-678-679-680-681-682-683-684-685-686-687-688-689-690-691-692-693-694-695-696-697-698-699-700-701-702-703-704-705-706-707-708-709-710-711-712-713-714-715-716-717-718-719-720-721-722-723-724-725-726-727-728-729-730-731-732-733-734-735-736-737-738-739-740-741-742-743-744-745-746-747-748-749-750-751-752-753-754-755-756-757-758-759-760-761-762-763-764-765-766-767-768-769-770-771-772-773-774-775-776-777-778-779-780-781-782-783-784-785-786-787-788-789-790-791-792-793-794-795-796-797-798-799-800-801-802-803-804-805-806-807-808-809-810-811-812-813-814-815-816-817-818-819-820-821-822-823-824-825-826-827-828-829-830-831-832-833-834-835-836-837-838-839-840-841-842-843-844-845-846-847-848-849-850-851-852-853-854-855-856-857-858-859-860-861-862-863-864-865-866-867-868-869-870-871-872-873-874-875-876-877-878-879-880-881-882-883-884-885-886-887-888-889-890-891-892-893-894-895-896-897-898-899-900-901-902-903-904-905-906-907-908-909-910-911-912-913-914-915-916-917-918-919-920-921-922-923-924-925-926-927-928-929-930-931-932-933-934-935-936-937-938-939-940-941-942-943-944-945-946-947-948-949-950-951-952-953-954-955-956-957-958-959-960-961-962-963-964-965-966-967-968-969-970-971-972-973-974-975-976-977-978-979-980-981-982-983-984-985-986-987-988-989-990-991-992-993-994-995-996-997-998-999-1000-1001-1002-1003-1004-1005-1006-1007-1008-1009-1010-1011-1012-1013-1014-1015-1016-1017-1018-1019-1020-1021-1022-1023-1024-1025-1026-1027-1028-1029-1030-1031-1032-1033-1034-1035-1036-1037-1038-1039-1040-1041-1042-1043-1044-1045-1046-1047-1048-1049-1050-1051-1052-1053-1054-1055-1056-1057-1058-1059-1060-1061-1062-1063-1064-1065-1066-1067-1068-1069-1070-1071-1072-1073-1074-1075-1076-1077-1078-1079-1080-1081-1082-1083-1084-1085-1086-1087-1088-1089-1090-1091-1092-1093-1094-1095-1096-1097-1098-1099-1100-1101-1102-1103-1104-1105-1106-1107-1108-1109-1110-1111-1112-1113-1114-1115-1116-1117-1118-1119-1120-1121-1122-1123-1124-1125-1126-1127-1128-1129-1130-1131-1132-1133-1134-1135-1136-1137-1138-1139-1140-1141-1142-1143-1144-1145-1146-1147-1148-1149-1150-1151-1152-1153-1154-1155-1156-1157-1158-1159-1160-1161-1162-1163-1164-1165-1166-1167-1168-1169-1170-1171-1172-1173-1174-1175-1176-1177-1178-1179-1180-1181-1182-1183-1184-1185-1186-1187-1188-1189-1190-1191-1192-1193-1194-1195-1196-1197-1198-1199-1200-1201-1202-1203-1204-1205-1206-1207-1208-1209-1210-1211-1212-1213-1214-1215-1216-1217-1218-1219-1220-1221-1222-1223-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2224-2225-2226-2227-2228-2229-2230-2231-2232-2233-2234-2235-2236-2237-2238-2239-2240-2241-2242-2243-2244-2245-2246-2247-2248-2249-2250-2251-2252-2253-2254-2255-2256-2257-2258-2259-2260-2261-2262-2263-2264-2265-2266-2267-2268-2269-2270-2271-2272-2273-2274-2275-2276-2277-2278-2279-2280-2281-2282-2283-2284-2285-2286-2287-2288-2289-2290-2291-2292-2293-2294-2295-2296-2297-2298-2299-2300-2301-2302-2303-2304-2305-2306-2307-2308-2309-2310-2311-2312-2313-2314-2315-2316-2317-2318-2319-2320-2321-2322-2323-2324-2325-2326-2327-2328-2329-2330-2331-2332-2333-2334-2335-2336-2337-2338-2339-2340-2341-2342-2343-2344-2345-2346-2347-2348-2349-2350-2351-2352-2353-2354-2355-2356-2357-2358-2359-2360-2361-2362-2363-2364-2365-2366-2367-2368-2369-2370-2371-2372-2373-2374-2375-2376-2377-2378-2379-2380-2381-2382-2383-2384-2385-2386-2387-2388-2389-2390-2391-2392-2393-2394-2395-2396-2397-2398-2399-2400-2401-2402-2403-2404-2405-2406-2407-2408-2409-2410-2411-2412-2413-2414-2415-2416-2417-2418-2419-2420-2421-2422-2423-2424-2425-2426-2427-2428-2429-2430-2431-2432-2433-2434-2435-2436-2437-2438-2439-2440-2441-2442-2443-2444-2445-2446-2447-2448-2449-2450-2451-2452-2453-2454-2455-2456-2457-2458-2459-2460-2461-2462-2463-2464-2465-2466-2467-2468-2469-2470-2471-2472-2473-2474-2475-2476-2477-2478-2479-2480-2481-2482-2483-2484-2485-2486-2487-2488-2489-2490-2491-2492-2493-2494-2495-2496-2497-2498-2499-2500-2501-2502-2503-2504-2505-2506-2507-2508-2509-2510-2511-2512-2513-2514-2515-2516-2517-2518-2519-2520-2521-2522-2523-2524-2525-2526-2527-2528-2529-2530-2531-2532-2533-2534-2535-2536-2537-2538-2539-2540-2541-2542-2543-2544-2545-2546-2547-2548-2549-2550-2551-2552-2553-2554-2555-2556-2557-2558-2559-2560-2561-2562-2563-2564-2565-2566-2567-2568-2569-2570-2571-2572-2573-2574-2575-2576-2577-2578-2579-2580-2581-2582-2583-2584-2585-2586-2587-2588-2589-2590-2591-2592-2593-2594-2595-259





The Gorillas opened the 1974 season in Division I for the first time, having been moved up from Division II after the 1973 season. This gave them the first chance ever to qualify for the NCAA post-season tournament.

They played spectacularly in pre-season scrimmages but opened the season on a sour note, losing the first two games.

Both losses were heartbreakers, the first being a 7-6 loss to Hofstra on a snowy, sloppy day on Long Island; and the second being a five overtime, 10-9 loss to Cortland State.

But when it seemed that the team's morale was busted, they pulled themselves together and won eleven straight games.

Led by senior tri-captains Hirsch Seidman, John Rutledge and Rich Lally, a stingy defense limited opponents to an average of less than six goals per game while high-scoring attackmen Harry McVey and Jeff Spooner led the offense with a record-breaking total of 213 goals.

While the UMass stickers were tearing along on their winning streak, the excitement and anticipation was building up for the eventual clash with Brown on May 8.

## LACROSSE

"The best team  
I've ever coached"



UMass 10 — Brown 9: the scoreboard told it all. The UMass lacrosse team, alias Garber's Gorillas, had defeated Brown on a last ditch breakaway goal by freshman Jeff Spooner with only eight seconds remaining in the game.

This was the all-important game. It was the peak, the climax, the focal point of the whole season. So much depended on the outcome of this contest. An overflow crowd of approximately 4000 showed up and were rewarded with a victory. Defeating Brown was the culmination of a superb season. However, it was only one of the many honors achieved by the team.

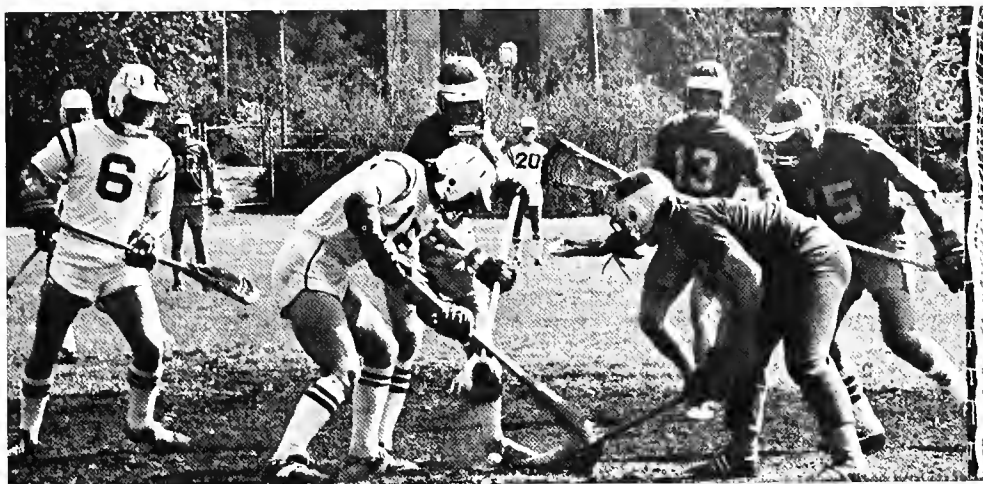
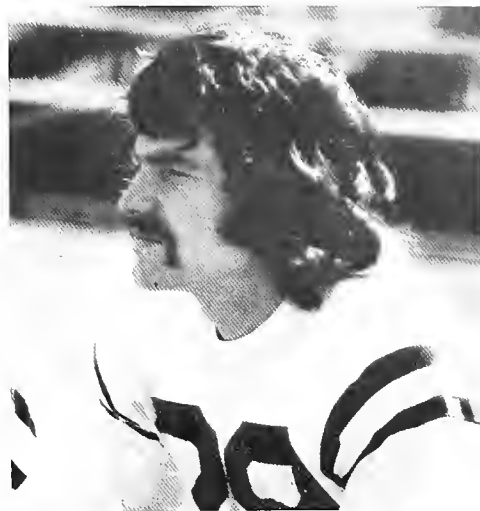
They also grabbed their first bonafide New England championship, ninth place in the national rankings — the highest national ranking ever by a UMass lacrosse team, and the sixth straight Northeast Division title for coach Dick Garber.

By the time that game was over, the Gorillas proved that they were the best team in New England and one of the better teams in the country. They played a fierce game that day, body-checking well and, just like they had all

season, displayed their powerful, fast-break type of attack.

But to make the NCAA tourney, UMass had to finish in the top eight in the national poll. However, they lost points after beating Brown and this leads one to suspect a bit of politics and prejudice on the part of the five-man, Southern, selection committee.

In spite of this, the season was a success. It is fitting that the Brown game be used as a summary of that fantastic season. The 1974 squad was, according to Coach Garber, "the best team I've ever coached."



# CLUBS

Besides the men's and women's varsity athletic program, there are also club sports in existence at UMass. These clubs are RSO groups and they are open to any student. These clubs include the sailing club, the water polo club (men's and women's), NAIADS, the motorcycle club, the rugby club, the equestrian club and sport parachuting club.









These clubs are formed, basically, for the enjoyment of the participants. Some of them engage in competition with other colleges and universities and on the national level as well.







# SPORTS

## IN

The Athletic Department was besieged with another controversy during the spring that started off when Athletic Director Frank McNerney recommended that men's varsity gymnastic coach Tom Dunn not be rehired after the 1974-75 season.

Overnight, student reaction to this was overwhelmingly against McNerney. Members of the gymnastics team initiated a petition drive and gathered 12,000 names, which were presented to McNerney and Dean Bischoff.

But inflation and the expansion of the women's program have been forcing the Athletic Department to look to new ways for solving budget problems.

In a Collegian story on May 16, McNerney revealed that the Athletic Department is to be reorganized in the coming year and announced that a women's Athletic Director would be hired shortly.



Tom Dunn

But the big story was that a State position was available in the Athletic Department.

The gymnastics team made a bid for it with the Athletic Council as did the soccer team, which is currently being coached by Athletic Department Financial Manager Al Rufe.

As of this writing, it appears that this position will be in limbo for the coming year and that either soccer or gymnastics will get the coaching position.

As for the coming year, McNerney stated that there will be stability that will give the department the time it needs to meet these problems, keep as many athletes in athletics as possible and still maintain a quality program.



Frank McNerney



Al Rufe

## AND AROUND

During the year 1973-74, UMass students continued to have an interest in pro sports that was heavy and emphasized strong interest in Boston-based clubs.

The first big event in pro sports was the "Battle of the Sexes", a tennis match between hustler Bobby Riggs and women's champion Billie Jean King. Held in Houston's Astrodome in late September, King startled male chauvinists everywhere by beating Riggs 3 sets to none.

The next bit of excitement was the ending of the 1973 major league baseball season. The Red Sox were a disappointing second to the Baltimore Orioles in the AL East and manager Eddie Kasco was fired.

The Orioles went on to meet the Oakland A's in the American League playoffs with the A's winning, 3 games to 2.

In the National League, the Cincinnati Reds won the West and were favored to beat the East's New York Mets, who had won a very exciting race.

The Mets beat the Reds 3 games to 2 in an exciting playoff series and took the A's to seven games in the World Series before they collapsed and gave Oakland its 2nd consecutive World Championship.



Defending NCAA champion UCLA headed towards another championship but were stopped by North Carolina State's David Thompson in the semi-finals. With their overtime win against UCLA, N.C. State went on to defeat Marquette in the finals to win the national championship.

In the National Basketball Association, the Boston Celtics finally beat the New York Knicks in the semi-final round of the playoffs and went on to beat the Milwaukee Bucks in the final round winning their 12th NBA championship, their first since 1969.

In the American Basketball Association, former UMass star Julius Erving lead the New York Nets to their first championship.

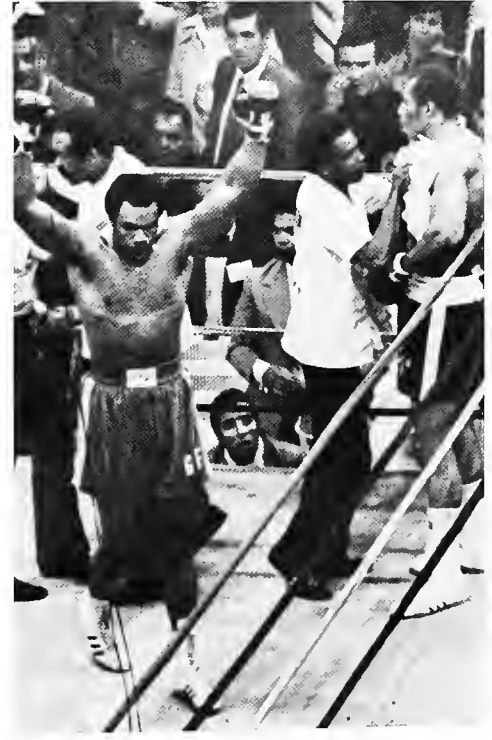
AP Photos



In the National Hockey League the Boston Bruins rolled to the Eastern Division championship but met their match in the playoff finals.

The Philadelphia Flyers, inspired by singer Kate Smith's version of "God Bless America" defeated the Bruins 4 games to 2 to win the Stanley Cup.

Two new pro leagues were started with the World Team Tennis league starting play in May and the World Football League scheduled to start play in July of 1975. There was also two teams added to the NHL is Washington and Kansas City. Some thought went towards the formation of a World Baseball League.



Late in March, heavyweight boxing champion George Foreman defended his title against Ken Norton in Caracas, Venezuela with a secondround knockout.

But the biggest event of all came on April 8 when Atlanta Braves' star Henry Aaron hit the 715th home run of his career, passing the record set by the immortal Babe Ruth in 1935.





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**SENIORS**



Janice M. Abbott



Steven P. Abel



Raymond C. Adams



Tina B. Aframe



Rosemary Agazarian



Ralph J. Agostinelli



June Ahmadian



Joseph C. Aiello



Stephen W. Albert



Abdul M. Ali



Brian M. Allard



Karen Allard



Debra J. Allen



Susan Alley



Kenneth N. Aloisi



Joseph S. Alonzo



Alan B. Ames



Betty J. Andelman



M.Y. Anderson



Noel E. Anderson



Stephen G. Anderson



Janis L. Andrews



William N. Andrews



Gail L. Annis



Stephen G. Antil



Peter L. Arcaci



Margaret E. Archibald



Nancy Arcidiacono



Darlene Arel



Rochelle L. Arcus



Paul M. Armato



Robert W. Armstrong



Karen J. Arno



Bonnie L. Arons



Jay S. Aronstein



Dennis A. Arovca



Gail A. Arsenault



William J. Arvanites



Samir Asmar



Milford W. Atwood, Jr.

ABBOTT, J.M., Holliston: Human Development; University Chorus, Northampton Volunteers; VITA, Outreach Internship. ABEL, S.P., Lexington: History. ADAMS, R.C., Waltham: Management, Beta Kappa Phi. AFRAME, T.B., Worcester: Nursing, Sigma Theta Tau, Student Nurse Organization. AGAZARIAN, R., Lawrence: Elementary Ed., Kappa Delta Pi, Armenian Club. AGOSTINELLI, R.J., East Boston: Chemical Engineering. AHMADIAN, J.J., Framingham: Elementary Ed., Five-College Program, Dorm Council, National Student Exchange Program. AIELLO, J.C., East Boston: Psychology; Area Government Rep. Intramural University Runners Up - Wrestling. ALBERT, S.W., Newtonville: Computer System. ALI, A.M., Springfield: Elementary Ed. ALLARD, B.M., North Adams: Human Development, Collegian Staff, Beltwood, Northampton Volunteers. ALLARD, K.L., Fitchburg: Communications Studies, Ski Club. ALLEN, D.J., Westfield: Psychology. ALLEY, S.T., Malfield: Psychology. ALOISI, K.M., Amherst: Environmental Design. ALONZO, J.S., Chestnut Hill: Microbiology. AMES, A.B., Staghton: Management, Pi Lambda Phi Fraternity - Secretary. ANDELMAN, B.J., Lexington: Accounting. ANDERSON, M.Y., Springfield: Elementary Ed. ANDERSON, N.E., Amherst: Agriculture. ANDERSON, S.G., Needham: Political Science, Collegian, N.E.S. Tutor, Pi Sigma Alpha. ANDREWS, J.L., Mattapoisett: Physical Ed., Cheerleaders, Chi Omega, Staff Assistant University Basketball Department. ANDREWS, W.N., Dighton: Chemical Engineering. ANNIS, G.L., Brockton: Human Development. ANTI, S.G., Holyoke: Environmental Design, Park and Arboriculture Club, Open Space Preservation research. ARCECI, P.L., Winchendon: General Business and Finance, Intramural Soccer, Football. ARCHIBALD, M.E., Needham: Elementary Ed. ARCIDIACONO, N., North Andover: Communication Studies. AREL, D., Northampton: Education. ARCUS, R.L., Swampscott: Sociology. ARMATO, P.M., Stoneham: Animal Science. ARMSTRONG, R.W., Mansfield: Accounting. ARNO, K.J., Sunderland: English. ARONS, B.L., Worcester: Psychology. ARONSTEIN, J.S., Pittsfield: General Business and Finance, Gymnastics Team - Captain 72-73; Manager 73-74. AROVCA, D.A., Brockton: Political Science, Residence Hall Counselor, Political Science Undergraduate Studies Committee. ARSENAULT, G.A., Wilbraham: Psychology. ARVANITES, W.J., Lowell: Sociology. ASMAR, S., Greenfield: General Management, International Students Organization. ATWOOD, M.W., Gloucester: HTRA, Pi Lambda Phi, President 1972 IFC Greek Council.



Kenneth S. Aubert



Philip S. Aubrey



William M. Auffinger



Dayle E. Augusto



Janice L. Auman



Kathryn V. Ausman



Patricia M. Avolio



Paul F. Bachini



Sandra A. Becker



Susan B. Baer



Nahid Bahramsoltani



Bobby L. Bailey



Pat (D'Bryant) Bailey



Stephen J. Bain



Corinne P. Baker



Raymond S. Baker



Richard A. Barker



Carole A. Bakos



Mary E. Bill



Darlene L. Ballan



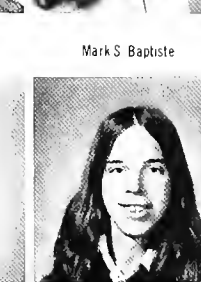
Mark S. Baptiste



Janice G. Baptiste



Christine Barcus



Kelly G. Barker



Eric W. Barkerman



Maureen L. Barnett



Glenn M. Barnhard



Nancy L. Barr



Charles E. Barrett



Jack S. Barron



Joseph M. Barry



Kenneth T. Barry



Thomas P. Barry



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Colleen M. Belisle      Robert Beliveau      Robert N. Belle      Cathy Belmonte      Luanne E. Beloungie      David N. Bender      James M. Benevides      Judy A. Bennett



Karen L. Bennett      Paul V. Benoit      Steven E. Benson      Susan E. Berberian      Barry J. Berman      George H. Bernard      Paul R. Berard      Carl R. Berndtson



Nancy J. Berson      Debra L. Bernstein      Denis E. Bernstein      Susan A. Bertelli      Susan Bertelli



Vincent C. Bertrand      Kathryn A. Bigda      Gary A. Bigelow      Arna C. Bigman      Anne E. Billingham



Diane E. Bissennette      Thomas P. Bitters



Cathy A. Black      David R. Black



Ellen F. Black      Kewen P. Black

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David E. Blackwelder



Brian E. Blackwood



Frances Blake



Alton S. Blanchard III



Louis P. Blanchet



Michael C. Blanchet



William F. Blazak



Leonard C. Blum



Robert B. Bocash



Valerie Bodie



Susan Boffinton



Mary E. Bogert



Gary S. Boyajian



Debra A. Bois



Francis M. Boksanske



Bonnalyn L. Beaulieu



David F. Booth



Sheldon E. Boredkin



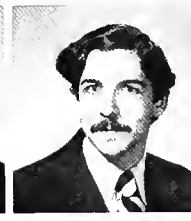
Margery T. Bernstein



Karen Bouldry



James R. Buenomo



Barry Beuthilette



Jan M. Boudreau



Cheryl A. Bowes



Barbara A. Boy



Kathy-Lynne Boyd



Ann L. Boyle



Paul F. Boyle



Crad S. Boyles



Janet E. Bracey



Steven F. Bradley



Ann S. Bradley



Patrick J. Brady



Rosel K. Branton



Frederick W. Bradley



Richard Braren



Lynne M. Brayman



Debra L. Braz



Austin E. Brazee



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Joan E. Bregoli



Diane Breslin



Dennis M. Brewster



Wendy E. Brus



Margaret E. Bright



Lloyd G. Bristol Jr.



Karen B. Brittain



Denise B. Bro



Gerald S. Brooks



Beverly J. Broska



Thomas L. Brow Jr.



Sharon D. Brower



Frances M. Brown



Kathleen D. Brown



Marvin G. Brown



Nancy J. Brown



Nicholas M. Brown



Pamela Brown



Phyllis A. Brown



Yvonne B. Brown



Bruce R. Sandy



William L. Brunt



Stephen J. Brush



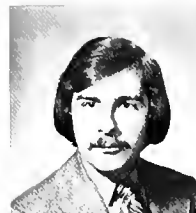
Robert C. Bryant



Ellen M. Buckley



Terry S. Buckhout



James A. E. Buckley



Mary A. Buckley



Angela P. Buco



Angela P. Buco



Mary A. Bunting



Bonnie M. Bufalo



Lynda S. Burack



Bernadette A. Burgmyer



Maureen F. Burke



Karol E. Burkhardt



Kathleen A. Barnett



Robyn L. Burnside



Kevin M. Burr



Catherine A. Burt

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Claire F. Caccamesi



Carmine J. Cacciapuoti



Constance E. Cadmus



Richard P. Cadogan, Jr.



Daniel J. Callahan



Anthony D. Camara



James C. Campana



Kenneth B. Campanella



Kerry L. Campbell



Michael A. Campbell



Michael J. Campo



Pamela R. Cannon



Susanne T. Caples



Paul D. Cappolino



Linda J. Capps



Cynthia J. Carlyn



Bonney Cashin



Laurina Cashin



Michael J. Caulfield



Mark S. Cavanagh



David L. Carlon



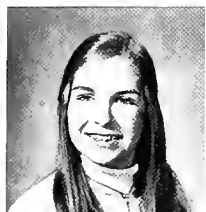
Linda A. Carlson



Sarah H. Carlson



Edward C. Carlsson



Cheryl E. Carpenter



Thomas A. Carr



Katherine M. Carroll



Sandra M. Carter



Robert W. Cavanaugh



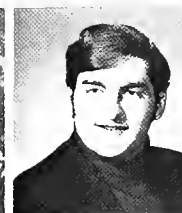
Kathleen M. Casey



Clare M. Cashman



Joseph L. Casoni



Nancy L. Castoberry



Paul Cazeault



Suzanne Chamberlain



Catherine A. Champion



Kevin M. Chandler



Robert E. Chandler Jr.



Mary L. Chanel



Janet A. Chapman



Jane L. Charette



Rebecca M. Charles



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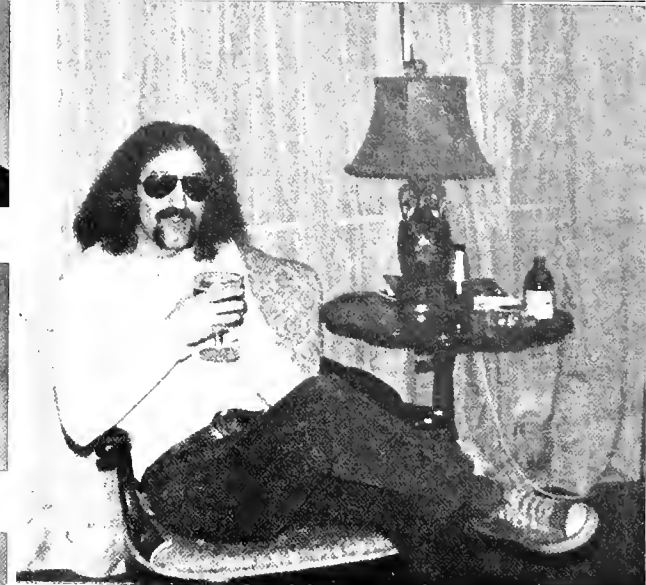
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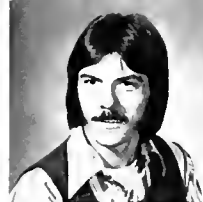


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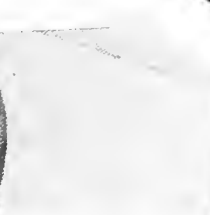
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Nancy M. Deotte



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John L. DeRose



Linda M. Desmarais



Catherine A. Desmond



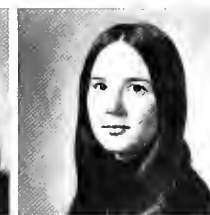
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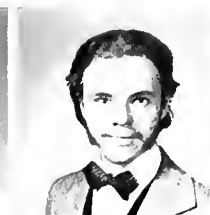
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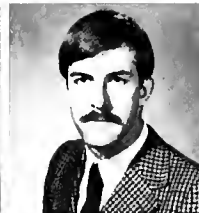
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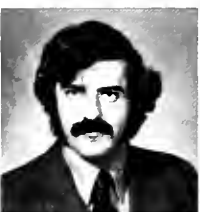
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Richard J. Finn



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Avril J. Fisher



Marjory S. Fishman



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GOLDSTEIN, S.M., Waltham; Psychology; Sigma Alpha Mu. GOMES, C., Pittsfield, Physical Ed. GOMEZ, B.E., Beverly Farms, Animal Science; Dorm Treasurer; Oxen Club, Intramurals. GOMES, G., Fall River; Sociology, Student Senate — Communications Co-Ordinators, Collegians, Racism and Academics Counselor, WSYL. GOODE, J.M., Weston, English; Alpha Lambda Phi, Phi Kappa Phi, Masque Ensemble. GOODMAN, R.C., Amherst, Zoology, Pre-Med Club Vice-President, Crew, Lacrosse. GOODMAN, R.M., Lowell, Pre-Med, Phi Kappa Phi Honors Society, Intramurals. GORDON, C.F., Lancaster, Communication Studies, Kappa Kappa Pi Secretary, Fine Arts Council Manager, University Bands, Symphony Orchestra, WMUA. GORECKI, L.L., New Bedford, Interior Design. GORENSTEIN, N., English-Journalism, Managing Editor Daily Collegian. GORSKI, D.L., Lynn, Communication Studies, Beta Kappa Phi, Arcion Guide Service, Maroon Keys, Adelphi WMUA Announcer, Intramurals, Revelers President. GOUDEAU, T.Y., Holyoke, Political Science. COULSON, L.G., West Springfield, Animal Science, Iota Gamma Upsilon. GRACE, A.B., New Bedford, Nutrition, Dorm Counselor. GRANT, R.A., Old Bethpage, New York, Environmental Design, Skiing, Fishing. GRANT, R.R., Millers Falls; American History, Kappa Sigma. GREEN, O.J., Amherst, Physics; Phi Kappa Phi. GREEN, M., Sociology, J.O.E. Program, Intramurals. GREENBERG, J.E., Lawrence, HRTA, Alpha Lambda Delta, Secretary Innkeepers, Hillel; Collegian Ad Rep. GREENBERG, M.R., Natick, English-Communication Studies, Intramural swimming, Belchertown volunteer, flying club, cross-country club. GRIFFITHS, K.M., Amherst, Accounting, Sigma Kappa, Intramurals, Business Club, Accounting Club, Newman Club, Outing Club, Ski Club. GRAY, R.D., Amherst, History, Japanese-American Club; Student Senate, Colloquium Program Instructor. GROLL, C.L., Lexington, Nursing; Kappa Kappa Gamma, Greek Council Representative; Graduation Committee for the School of Nursing. GROSSMAN, K.R., Newton Hids, Marketing. GROSSMAN, S.A., Bloomfield, New Jersey, Political Science, Freshman Honor Society, Political Science Honor Society, Dorm Government, Commonwealth Scholar, Intramurals. GRUNIN, B.V., Milton, Political Science, Intramurals. GUILLETTE, P.R., Ware, Education. GUNN, A.R., Maynard, Chemistry, Floor Counselor. GUNN, M.A., Sunderland, Home Economics. FS&N. GUDMAND, K.E., Hingham, Elementary Education, Gamma Sigma Sigma. GOMES, D.L., Wareham; Physical Education. GLOBBERG, B.E., Beverly, Human Development, Iota Gamma Upsilon, Revelers, Operetta Guild Child ren's Theatre. GREVE, C.A., Westwood, New Jersey, Zoology, Iota Gamma Upsilon Rush Chairman, Northampton Volunteers Activities Committee. GAGNON, J., Amherst, Chemical Engineering. GALIPAULT, C.E., Greenfield, Child Development. GALLANT, C.J., Lowell, Civil Engineering, A.S.C.E., Outing Club; Tennis. GALUSHA, D.J., Northampton, Education, Alpha Lambda Delta; Dean's List. GANLEY, P.K., Burlington; Physical Education, Beta Kappa Phi. GABRIEL, A.M., Montague; Elementary Education, Kappa Delta Pi. GARBOWIT, R.P., Northampton, Art.





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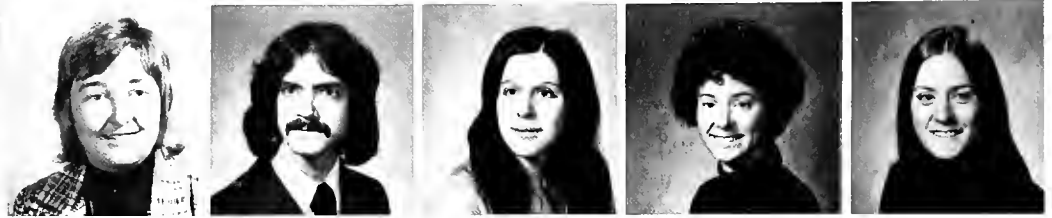
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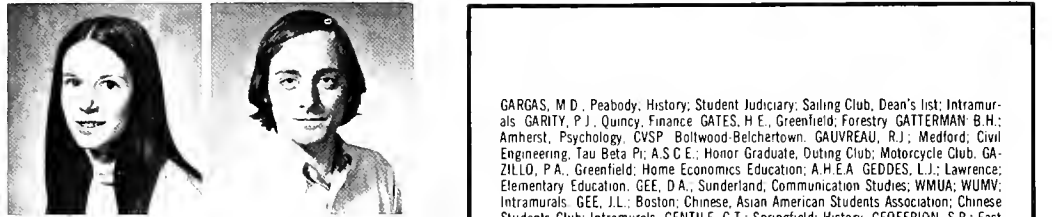
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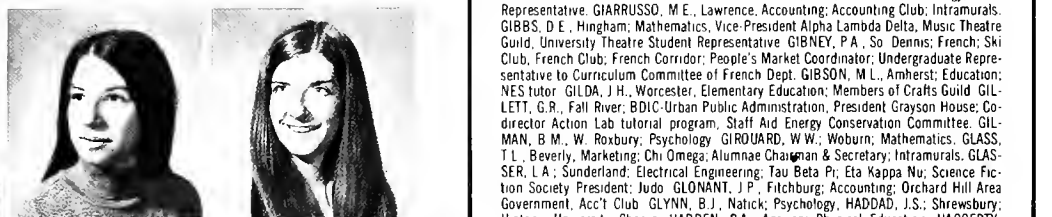
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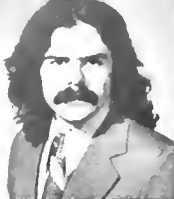
Jane E Herzenberg

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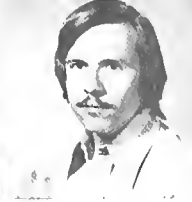
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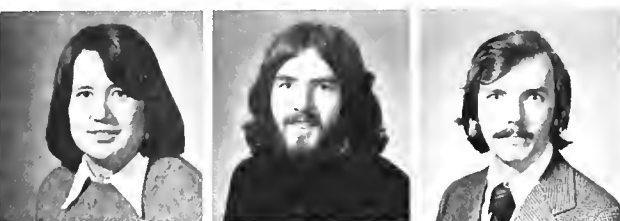
IEMOLINI, C.A., Stockbridge, Physical Education. INFANTINE, P.; Franklin; Management; Beta Kappa Phi; Maroon Keys; Intramurals, Greek Council. IWANOWICZ, T.J.; Pittsfield; Human Development; Omicron Nu; Alpha Lambda Delta. JABLONSKI, D.A.; Shrewsbury, MAE, Tau Beta Pi Corresponding Secretary, ASME. ASM, JACK, R.J., Natick; Accounting, JACOBS, R.A.; Newton, Human Development; Belchertown Volunteer. IAF-RATE, D.M., Brockton, History; Chi Omega Pledge Trainer; Scrolls; National Student Exchange to U. of Alabama. JAMES, S.B.; Oxbury, Elementary Education; Equestrian Club; Christian Science College Organization. JAMARA, R.J.; Oakham, Pre-Medicine; Crew Club. JAMESON, J.M., Bradford, Psychology. JANDRIS, B.E., South Hadley, German. JAN- IK, C.G., Agawam; Nursing; Floor Representative; Graduation Committee. JARVIS, N.R.; North Reading; Zoology, Square Dance Club President; Scuba Club; Dorm Counselor; Dorm Government. JANSON, W.C., Sunderland, HRTA. JERSZYK, J.F., Belchertown, Psychology. JIGGETTS, C.D.; Framingham; Psychology, Black Student Psychological Association President, Black Caucus Southwest Area Gov't. JOHNSON, W.K.; Mendon, Physical Education, Intramurals. JOHNSON, B.H.; Quebec, Canada, Industrial Engineering. JOYCE, J.M., Worcester, Political Science; TED Rush Chairman & Historian. JOHNSON, C.A., Amherst, Education; Gamma Sigma Sigma. JOHNSON, E.M., Chelmsford; Human Development. JOHNSON, J.E., Fitchburg; Psychology; Sigma Sigma Sigma, Dean's List, Intramurals. JOHNSON, J.A., Wellesley; Human Development; Alpha Lambda Delta; Phi Kappa Phi. JOHNSON, K.L., Brownsville, Vermont; Human Development; Boltwood Volunteer, Ski Club. JOHNSON, R.A.; Wellesley; English. JOHNSON, S.M., Hadley, Forestry; Alpha Zeta, Censor '74. JONES, J.; Springfield, Home Economics. JONES, K.L.; Chelmsford, French. Alpha Lambda Delta; Dorm Treasurer, Dorm Counselor; Southwest Assembly, Phi Kappa Phi. JOHNSON, S.E.; W. Bridgewater, Human Development. JONECK, A.E., East Boston, Plant & Soil Sciences; Crew Team. JOSEPH, T.A.; Amherst; Psychology, Dean's List. JOY, C.B.; Andover; Management; Southwest Budget Committee, Dorm Counselor. JOYCE, L., Hadley; Nursing. JURKOWSKI, B.H., Westfield, Human Development; VITA Volunteer; Dean's List. JOYNER, T., Amherst, Psychology; Black Students Psychological Association Secretary, Black Mass Communications; Intramural Supervisor. KABACHNICK, E.B., Natick; Sociology, UMass Ski Patrol, Auxiliary Amherst Fire-fighter, Concert Committee. KAMEN, G.P., Newton, Zoology, University Health Council. KANE, R., Holyoke; Elementary Education, Sigma Sigma Sigma, Intramurals. KANTANY, C.J.; Springfield, English, Program Chairperson of Distinguished Visitors Program; Intramurals, Dean's List. KAITZ, N.L.; Newton, Political Science; Sigma Alpha Mu.



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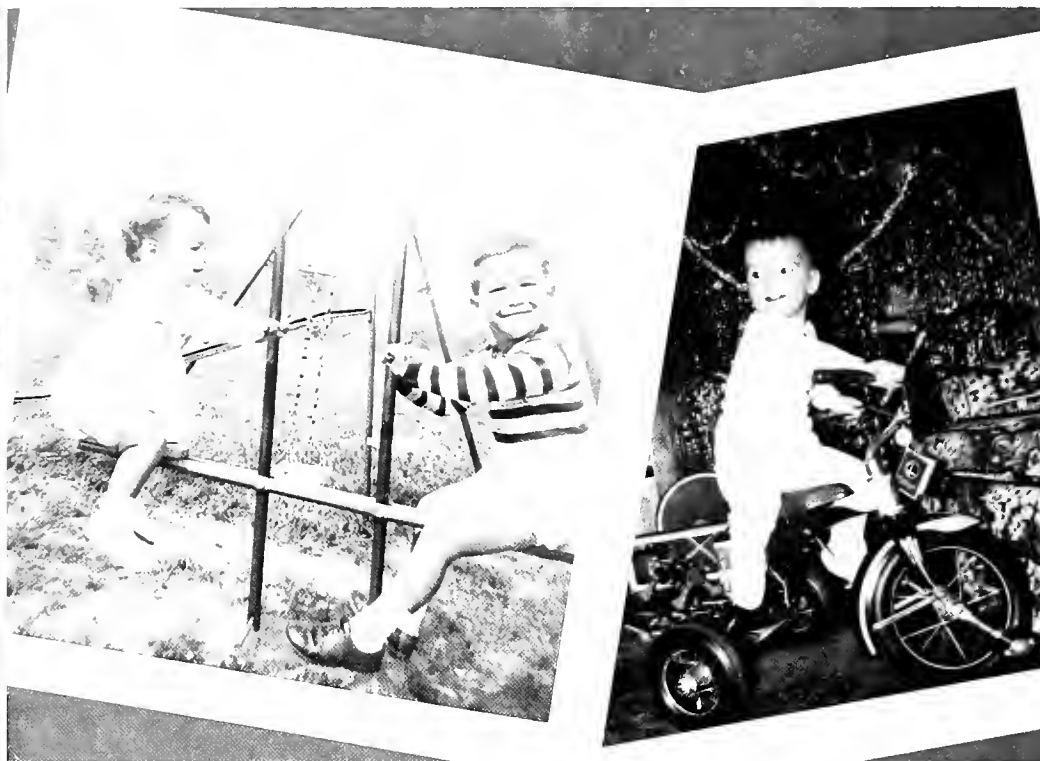
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Ernest A. Keyes      Joseph A. Kiah      Brian G. Kincaid



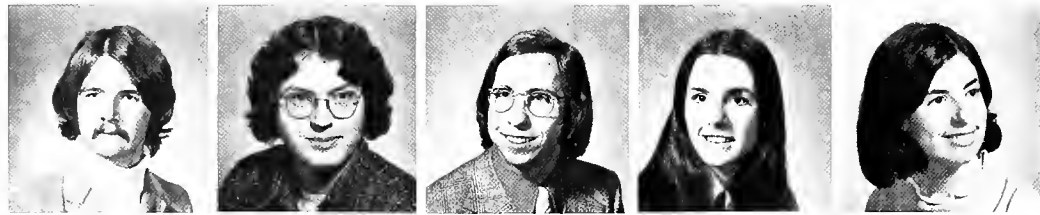
KANTOR, J.C., Brookline, Mathematics, Phi Beta Kappa, Phi Kappa Phi, Phi Eta Sigma, Intramurals. KAPLAN, D.B., Marblehead, Accounting. KARAHALIS, C., Amherst, Fashion Merchandising, Sigma Kappa, Greek Council, Captain Hockey Cheerleaders, Intramurals, Ski Club, Outing Club. KARRAKER, J.R., Fairfield, Ohio, Zoology, V.P. Sigma Alpha Epsilon, Campus Crusade for Christ President. KASSNER, S.R., Brookline, Nursing, Sigma Theta Tau. KAYLOR, K.J., Somerset, Physical Education, Crew Team, Intramurals, Ski Club. KELLEY, A.T., Brighton, Political Science, Editorial Writer for Mass Daily Collegian, Orchard Hill Area Gov't Delegate, USCC, Dorm counselor, University Chorale, Orchard Hill Advisory Committee. KELLY, P.A., Springfield, Communication Studies, Alpha Chi Omega 2nd V.P., Naids, Intramurals. KENNEALLY, K.G., Weymouth, Marketing, Sigma Alpha My. KENNEALLY, L.T., Reading, Economics. KENNEDY, C.A., Holyoke, Communication Studies, Iota Gamma Upsilon, Revelers, Collegian Reporter, Dean's List. KENNEDY, M.M., Pittsfield, English, Lambda Delta Phi V.P., Alpha Lambda Delta, Mortar Board President. KENNEDY, P.L., Arlington, English. KENNEDY, W.P., Wakefield, Fisheries, Scuba Diving Club. KENNEY, F.J., Brockton, Civil Engineering, Beta Kappa Phi, Frosh Crew, ASCE. KEOHANE, T.J., Avon, Physical Education, Rugby Club, M.A.H.P.E.R., A.A.H.P.E.R., Dean's List, Intramural Athletic Chairman, Lester Sherman Scholar, Athlete Award. KENT, L.M., Milton, Elementary Education, Outreach Volunteer, Northampton Volunteer. KENYON, J.K., Hicksville, NY, Political Science. KEOHANE, J.J., Chelsea, Marketing Student Senate, Student Gov't Association. KERAS, R.F., Franklin History, Beta Kappa Phi Secretary-Treasurer. ARCON, Maroon Keys, Rugby Club, Intramurals. KERN, D.J., Shrewsbury, Marketing, Marketing Club, Business Club, Area Representative, Varsity Golf, Rugby, Intramurals. KESTLER, S.M., Lexington, Nursing, President Student Nurses Organization, Sigma Theta Tau. KEYES, E.A., Amherst, Finance, Phi Kappa Phi, Beta Gamma Sigma, Dean's List, SBA Dean's Undergraduate Advisory Council, Business Club, WMPiRG. KIAH, J.A., Springfield, Accounting, Lambda Chi Alpha, Freshman Hockey, Beta Gamma Sigma. KINCAID, B.G., Cambridge, Zoology. KINSELLA, M.L., Quincy, Leisure Studies & Services, Recreation Officer, Belchertown Volunteer. KISLO, J.R., Sunderland, Engineering, President American Institute of Industrial Engineers, Alpha Pi Mu, Tau Beta Pi. KILCOYNE, M.H., Worcester, Urban Education. KISH, K.P., Bangor, Maine, Hotel Administration. KLEE, H.J., Beverly, Psychology, Floor Representative, Ski Club, Scuba Club, Intramurals, Newman Club. KLEIDER, B.S., Weymouth, N.J., Theatre, SIMS. KLETT, C., Natick, HRTA, Southwest Assembly, Ski Club, Women's Law Teacher, Volunteer Retarded Children, Women's Movement, Bartender. KLYMAN, A.M., Newton, History. KNEELAND, J.E., Amherst, Elementary Education, Intramurals. KNOPP, E.D., Framingham, Zoology, Dorm President, Intramurals, University of Keele Exchange Program. KNOPP, B.E., Braintree, Sociology, Swim Team. KOCH, R.E., Pittsfield, Psychology, Ski Club. KOCHAN, R.J., Hatfield, Finance. KOHLER, M.E., Lakehurst, N.J., Communication Studies, Debate Union, Boltwood-Belchertown Project, Dorm Government. KDHNFELDER, J.P., Springfield, Elementary Education, Hillel, Raffle, Dorm Government, Dorm Speakers' Committee Head, Boltwood Belchertown Volunteer, Children's Theatre.



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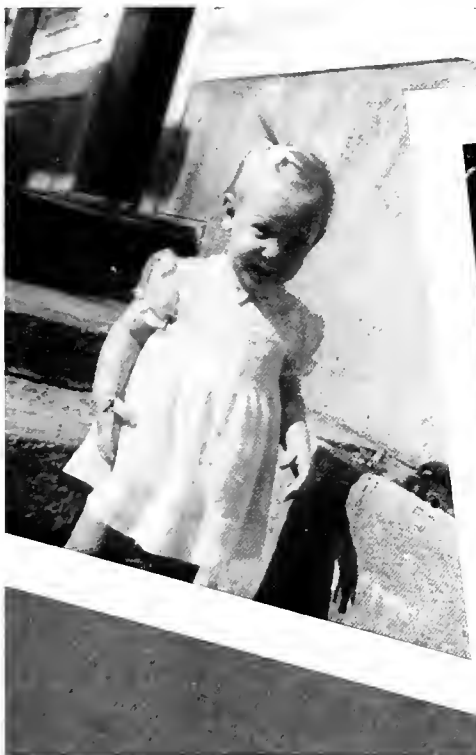
Allyson M. Kuppen



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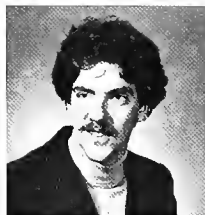


Jeffrey H. Levin

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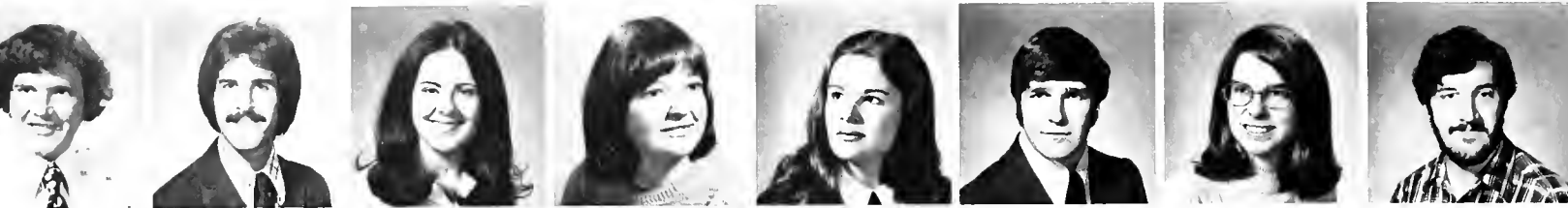
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MODRZAKOWSKI, M.C., Amherst, Microbiology MILLS, R.A., Cambridge, Elementary Ed., Intramurals Sports MINDICK, B.J., Framingham, Fashion Marketing, Alpha Chi Omega — Treasurer MARCUS, M.R., Amherst, Management, Representative in Oorm Government & Business Club HIRSCH, D.M., Acton, Student Government, Member of National Students Association Intramural Sports, Medical Technology MUDGETT, S.P., Bedford History MONAGLE, J.E., Special Ed.; Tau Epsilon Phi, Special Ed. Club, Intramural Football, Basketball, & Softball MONTAGUE, J.L., Northfield, Speech MONTEROSSO, C.L., Pittsfield, Art MONAGHAN, R.J., Brockton, Psychology, University Chorus (Manager) MOORE, K.A., Amherst, Communication Studies; Dorm Counselor, MOORE, R.H., Danvers, Management, Intramurals, Football, Volleyball, & Softball, Counselor in Dorm MOODY, D.C., Acton, Animal Science; Intramural Soccer; Pre-Vet. Club MOREIRA, J.P., Sunderland, Spanish MORIN, M.D., Adams, History, Intramurals, Dorm Government, Dean's List, MORRILL, J., Amherst, Anthropology, MORRISON, M.J., Clinton, Math; Dean's List, Residence Hall Tutor (Chairman); Constitution Committee, Dorm Counselor, Dorm Counselor & Constitution Selection Committee's MOSS, J.L., Yardley, Psychology; Council on Undergraduate Service in Psychology; Internship in Student Development; Teaching Assistant, IPC Tutor, Dean's List, Summa Cum Laude MOSS, K.L., Andover, History MOSS, M.A., South Hadley, Home Economics, Angel Flight, Marching Band MORAN, J.R., Longmeadow, English, MORAN, K.R., Natick, Entomology, Varsity Football MOREY, P.A., Natick, Environmental Design, Coalition for Environmental Quality (Secretary), House Council MORIN, J.S., Northampton, Zoology MORIN, L.I., Sunderland, Pre-Vet., Alpha Lambda Delta MORRELL, D.C., South Hadley, Communication Studies MORSE, B.A., Concord, Psychology, Alpha Lambda Delta, Commonwealth Scholars, Cashin House Moderator, University Chorale, Publicity Manager University Chorale, Chamber Singers, Senior Honors Thesis MULACZYK, J.M., New Bedford, Human Development MULCAHY, J.M., Methuen, History, Dorm Government, Social Co-Chairman, Experimental Living Styles MULDOON, C.J., Newburyport, Nursing, Intramural Sports, Softball, Basketball, & Volleyball MYSYSHYN, M., Springfield, Alpha Lambda Delta, Phi Kappa Phi MULLIN, P.W., Maynard, Zoology MULLIGAN, J.E., Amherst, Elementary Ed., Sigma Kappa Sorority, Angel Flight MULVEE, R.J., Amherst, History MURPHY, K.M., Scituate, Animal Science, Alpha Zeta — Treasurer, Baystate Livestock Classic; Dorm Treasurer, Intramural Sports MURPHY, M.L., Lexington, Political Science MURPHY, P.A., Revere, Communication Studies, JOE N.E.S. Tutor, Collegian MURPHY, T.R., Brockton, Math MURPHY, T.W., Braintree, Physical Ed., Resident Staff Assistant, Peer Sex Educator Counselor MUSETTI, D.M., Watertown, Human Development, Omicron Nu



Maryann Mysyshyn

Peter W. Mullin

Jane E. Mulligan

Richard J. Mulvee

Kathleen M. Murphy



Mark L. Murphy

Patricia A. Murphy

Thomas R. Murphy

Thomas W. Murphy

Donna M. Musetti



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Christine Masterson

Charles J. Manero

Janet A. Nabozny

Darlene P. Dacko

Arnold F. Nadler

Mohamad R. Nafez

David P. Nagle, Jr.



Alan M. Naglin

Marlene Nahabedian

Barbara Needle

Benita P. Needle

Iris H. Nerenberg

Leah G. Nerenberg

Stanley I. Newborn

Vicki A. Newman



Deborah J. Nicholas

George R. Nicholson

Laura Nihan

Mary E. Miley

Jean D. Niven

Angela M. Nofari

Susanne M. Noland

Beth F. Norman



Richard L. Norwood

William J. Nosel

Sylvia A. Notini



Evelyn M. Nowak

Robert A. Osborne III

Janet M. O'Brien



MARTINEAU, J. New Bedford. Political Science, Collegian, Newman, Alpha Phi Gamma  
 MASTERSON, C. Worcester. Physical Ed., Intramural Sports — Basketball, Softball &  
 Badminton. MANERO, C.J. Worcester. General Business & Finance. NABOZNY, J.A. Sal-  
 em. Communication Studies. DACKO, D.P. Amherst. Interior Design. NADLER, A.F.  
 Lynn. Pre-Dentistry. University Marching Band & Props Crew. University Concert Band.  
 University Pep Band. NAFEZ, M.R. Amherst. Accounting. NAGLE, D.P. Needham. Bio-  
 Chemistry. Phi Eta Sigma. Dorm Counselor. Drake Club. NAGLIN, A.M. English. Maroon  
 Keys. Dorm Counselor. NAHABEDIAN, M. Palmer. English. Sigma Sigma Sigma. House  
 Manager. President. NEEDLE, B. Newton Center. Physical Ed. Alpha Lambda Delta. Phi  
 Kappa Phi. Tennis Team. NEEDLE, B.P. Lawrence. Nursing. Sigma Delta Tau. Sigma  
 Delta Tau, Northampton Volunteers, Belchertown Volunteers. NERENBERG, I.H. Somer-  
 set. Human Development. NERENBERG, L.G. Somerset. Human Development. NEW-  
 BORN, S.I. Framingham. Elementary Ed. NEWMAN, V.A. Brookline. Fine Arts. NICHOL-  
 SON, D.J. Boston. Elementary Ed. Kappa Delta Pi. University Chorus. NICHOLSON, G.R.  
 Wakefield. Wood Technology. Cum Laude. NIHAN, L. Lynnfield. Dietetics. Tri-Sigma. Ski  
 Club. University Judiciary. Student Faculty Liaison Committee. For Home Economics.  
 Revelers. Finland Summer Exchange Program. Intramurals. Dean's List. MILEY, M.E.  
 Amherst. Sociology. Women's Crew. NIVEN, J.O. Attleboro. English Honors. Marching  
 Band. Concert Band. University Chorus. CASIAC. Student Advisor. Intramural Sports.  
 NOFARI, A.M. Sunderland. English. NOLAND, S.M. Psychology. Northampton Volun-  
 teers. Coalition for Environmental Quality. Movement for a New Congress. NORMAN  
 B.F. Attleboro. German. Resident Staff Assistant. Gorman House. University Marching  
 Band. Concert Band. NORWOOD, R.L. Amherst. Engineering. Eta Kappa Nu. IEEE.  
 NOSEL, W.J. Worcester. English. University Debating Team. Ski Club. Varsity Football.  
 NOTINI, S.A. Lexington. Italian. Alpha Lambda Delta. Phi Kappa Phi. NOWAK, E.M. Lud-  
 low. Elementary. OSBORNE, R.A. Easthampton. Political Science. Congressional Intern.  
 O'BRIEN, J.M. Wilmington. Human Development. Alpha Lambda Delta. Phi Kappa Phi.  
 Treasurer. O'Connell, Senior Advisor for Human Development. Majors. O'CONNOR, M.  
 Amherst. Math. Outing Club. O'CONNELL, D.G. Amherst. Chemical Engineering. Tau  
 Beta Pi. — Cataloger. Phi Kappa Phi. Cross Country (Captain). Track. Field. O'CONNELL  
 G.C. West Springfield. English. Alpha Chi Omega. O'CONNELL, L.M. Millis. Zoology. Phi  
 Beta Kappa. Phi Kappa Phi. O'CONNELL, P. Amherst. Elementary Ed. Sigma Kappa. In-  
 tramural Sports. Newman Club. Teachers of Tomorrow Club. Ski Club. Outing Club.  
 O'CONNOR, O.J. Chiopee. Mechanical Engineering. O'CONNOR, R.E. Amherst. History.  
 O'DAY, C. Wollaston. Communication Studies. Belchertown Volunteers. Arcion Campus  
 Center. Pi Beta Phi. Sorority (Vice President). Dean's List. O'DONNELL, D.A. Lowell.  
 Elementary Ed. Vice President. Kappa Delta Pi. Intramurals — Volleyball. Softball.  
 O'DONNELL, D.J. New Bedford. Distinguished Visitors Program. Student Senate.  
 Group Four.



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Douglas G. O'Connell

Gail C. O'Connell

Lynne M. O'Connell

Peggy O'Connell



David J. D. Connor

Rita E. O'Connor

Colleen O. Day

Deborah A. O'Donnell

Dennis I. O'Donnell





Joseph T. Ochab

Marguerite Otría

Roy F. O'Hare

Jean M. Ohnemus

John A. Olbrych



Donna A. Olean

Roberta M. Oliver

Robert B. Olivier

Linda M. Olbris

David R. Olsson



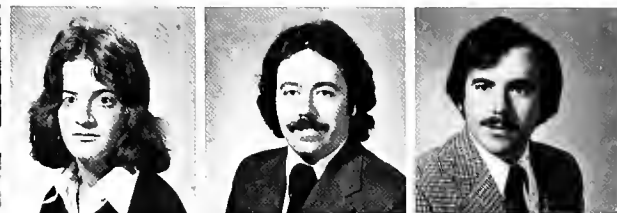
OCHAB, T. J. Wallham, Forestry, Xi Sigma Pi (Secretary & Treasurer), Maroon Keys, Alpha Xeta, OFIA, M. Amherst, Psychology, O'HARE, R.F. Holyoke, Marketing, Intramurals, Football, Basketball, Softball, OHNEMUS, J.M. Wallham, Sociology, McNamara Dorm Council, OLBRYCH, J.A. Sunderland Theatre, University Theatre, Music Theatre, OLEAN, D.A. Seekonk Fashion Merchandising, Chi Omega Sorority, Pledge Trainer '72, House Standards '73, OLIVER, R.M. Provincetown, Math, Gamma Sigma Sigma (Corresponding Sec.) — Spring '73, OLIVIER, R.B. English, Intramurals — Softball, South-west Radio, OLBRIS, L.M. Florence, Nursing, OLSSON, D.R. Psychology, O'MALEY, L.A. Gloucester, Education, Dean's List, Chi Omega, Phi Sigma Kappa, "Little Sister", Intramural Sports, O'NEAL, K.E. Malden, Nursing, Scroll — Treasurer, Angel Flight, O'NEIL, J.C. North Weymouth, Fisheries, ORLEN, M. Granby, Special Ed., Exchange Student To Hawaii, OSBORN, D.F. Lowell, Psychology, Dean's List, Intramural Basketball, O'SHEA, T.J. Echo Hill, Psychology, Sociology, Phi Eta Sigma Honor Fraternity, OSTBERG, R.C., Worcester, Zoology, Phi Sigma Kappa — Treasurer, Worcester Clique — Chancellor, O'SULLIVAN, M.E. Dorchester, Communication Studies, Ski Club, Bollwood, N.E.S. Tutor, OVIAN, G.E. Shrewsbury, Sociology, PACIOUS, R.J. Watertown, French, PAULINCA, T.M. Methuen, Geology, Assembly Person (Southwest), PALANO, C.A., Pittsfield, Zoology, Phi Kappa Phi, Dorm Government, Soccer, PALANO, G.E. Amherst, Sociology, PALAN, M., Salem, Medical Technology, University Chorus, Women's Choir — Secretary, PALK, D.A., Lynnfield, Nursing, Ski Club, International Club, WSI, Student Nurse Organization, PALMER, C.J. Greenfield, Textiles & Clothing, PARKER, M.L. Springfield, Elementary Ed., PARKER, S.J., Lowell, History, PARLEE, N.E., Bramtree, Elementary Ed., Intramural Sports, Social Committee At Dorm, PARRISH, T.K., San Jose, Calif., Psychology, Intramural Football, Photography, PASQUALE, A.P., Haverhill, Child Development, Iota Gamma Upsilon Sorority, Dean's List, PASINI, M.C. Springfield, Communication Studies, PASSO, M.A. Amherst, Accounting, PASTOR, J.B., Greenfield, Medical Technology, Alpha Lambda Delta, Phi Kappa Phi, PATRICK, C.F. Jamesport, N.Y., Elementary Ed., Kappa Delta Pi — Treasurer, PAULSON, A.M., Winchester, Elementary Ed., University Orchestra, Student Senate, PAWLOWSKI, E.J., Lynnfield, Zoology, Dorm Government, Intramurals, PAYNE, E.J., Accounting, Hockey Cheerleader, Kappa Alpha Theta, Greek Council, PEARLMAN, D.S., Brockton, Studio Art, Dorm Counselor, Member Of Hillel Organization, PEARSON, C.B., Worcester, Human Development, Alpha Chi Omega, Song Chairperson, Activities Chairperson



Lisa A. O'Maley

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Myra Orlen

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Richard C. Ostberg

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Gail E. O'van

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Gracine E. Palano

Maryanne Palen



Debra A. Palka

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Mary L. Parker

Stephen J. Parker

Nancy E. Parlee

Todd K. Parrish

Anne P. Pasquale

Maryann C. Pasini



Michael A. Passo

Joann B. Pastor

Charlotte F. Patrick

Alicia M. Paulson

Edward J. Pawlowski

Elizabeth J. Payne

Debra S. Pearlman

Candace B. Pearson

PECK, C.G. Shelburne Falls, Home Ec Ed. American Home Ec. Assoc. PELLETIER, M. Lee Soc. PELOQUIN, D.P. Southbridge, Forest Student Senate Transf. Services. PE-  
 PYNE, E.W. Ashfield, Polsci. Debate. Internurals, Dean's List. PEPEYNE, E.W. Ashfield  
 Polsci. Debate. Internurals. PERDUE, J.E. Sunderland, Animal Science PERKINS, B.E.  
 South Hadley, Special Ed. Tennis team, Ski Club PERKINS, J.E. Waltham Phys Ed  
 Varsity Volleyball, Intramurals. PERRY, C.A. Framingham Phys Ed. Chairman of Dorm  
 Intramurals, Ski Club PERRY, K.V. Somerset, Educ. PETERS, J.L. Greenfield, Psych.  
 Dorm counselor, Drum, Dean's List, yearbook PETERSON, J.O. Dedham, Nursing, PE-  
 TERSON, N.A. Lexington, Food Science, Program Council: PHI KAPPA PHI, Christian  
 Science Organization. PETRAUSKAS, D.A. Groveland, Comm. Studies, Intramurals,  
 Nautics, Belchertown Volunteer. PETTINGELL, R.H. Easthampton, History. PEYSER,  
 S.L.K. Springfield, Plant and Soil, Student Advisory Board: Christian Activities. PFEL,  
 J.D. Lexington, Marketing. PHI ETA SIGMA BETA GAMMA SIGMA, PHI KAPPA PHI,  
 Dorm Govt. PFEL, J.O. Lexington, Marketing, Intramurals. PFLOCK, R.R. Brewster,  
 Env. Des. Alpha Tau Gamma — Treasure. PHILBROOK, D.L. Shrewsbury, History.  
 PHILLIPS, D.M. Worcester, Elem. Ed. PICARD, P.D. Amherst, Mgt. PICCOSSI, J.C. So-  
 merville, Marketing. UYA, JOE. Intramurals. PIECHOWIAK, P.R. Ipswich, Math. PICK-  
 ARD, J.S. Amherst, French. PIEPHO, K.W. Monson, Engineering. Beta Kappa Phi —  
 House manager, Intramurals, ROTC cheerleaders, Revelers. PIERCE, R.C. Peabody, Pol-  
 sci. Pi Sigma Alpha, Student Advocate, Sec. of dorm gov't. PICULIN, K.T. Peckskill, Eng-  
 lish, PHI KAPPA PHI, PHI ETA SIGMA, PINAF, G. New Bedford, Urb. Educ. Imani Orga-  
 nization. JERSZYK, J.P. Fitchburg, Comm. Health. PITMAN, L.H. Lowell, Math, Alpha  
 Lambda Delta, Dean's List. PITMAN, L.T. Lowell, Math, Alpha Lambda Delta. Rid-  
 ing, Dean's List. PLANT, T.W. Quincy, Comm. Studies. PLANTE, J.L. Attleboro, Comm.  
 Stu. Kappa Gamma, Collegian Staff, Musicals; Bat girl varsity Baseball team. PLAXCO,  
 J.T. Framingham, Mass. Comm. POLANSKI, G.C. Three Rivers, Forestry, ROTC, Society  
 of American Foresters; Bay State Special Forces III and IV. POLUMBO, P. Adams,  
 Psych, Ski Club, Outreach. PORTER, E.V. Dudley, Math, Alpha Lambda Delta — Pres  
 Scrolls, dorm counselor, Isogon Chapter of Mortar Board. PUSKEY, D.M. Amherst Eng-  
 lish, Dean's List. POSTER, J.R. Waban, Psych.; Ski Club. Professional singing; floor  
 counselor.



Christine G. Peck



Mary lou Pelletier



Donald P. Peloquin



Edward W. Pepyne, Jr.



Edward W. Pepyne, Jr.



Jane E. Perdue



Beth E. Perkins



Janice E. Perkins



Carol A. Perry



Kathleen V. Perry



Janis L. Peters



Janet D. Peterson



Nancy A. Peterson



Doris A. Petruskas



Richard H. Pettingell



Sandra L.K. Peyser



John O. Pfeil



John D. Pfeil



Robert R. Pflock



Donna L. Philbrook



David M. Philips



Paul O. Picard



Joseph C. Picossi



Paula R. Piechowiak



Joan S. Pickard



Karl W. Piepho



Richard C. Pierce



Karl T. Piculin



Francine G. Pina



Jeffrey P. Jerszyk



Linda H. Pitman



Leah T. Pitman



Thomas W. Plant



Joan L. Plante



John T. Plaxco



Gordon C. Polanski



Patricia Polumbo



Edwina V. Porter



Dianne M. Puskey



Jonathan R. Poster

POTH D.L. Somerville Human Development Tri Sigma Scholarship Chairman Song  
Chairman Activities Chairman Reveliers POTTER P.M. Pittsfield Physical Education  
POWER R. Woburn ENDES POWER W.I. Florence Botany Phi Eta Sigma Newman  
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Nursing PRONOVOST B.A. Holyoke Management Sigma Alpha Mu PRENTICE C.A.  
Hingham Elementary Education Kappa Iota Theta—Vice Pres. Flying Club Cross  
Country Club Brittany Club Bike Touring Club Volleyball Team PROVENCHER J.E.  
Fitchburg Mechanical Engineering American Society of Mechanical Engineers—Co-  
Chairman PRIOR T.E. Arlington Elementary Education SAE—Pres PROCTOR R.B.  
Northampton Mechanical Engineer Technology PROUD S.E. Amherst Nursing Beta  
Zeta Chapter of Sigma Theta Tau Lewis Lovers Softball Team Diet Marathon Dorm Par-  
ty Planning Committee PROSTAK K.S. Worcester Botany PROUTY S.E. Orange Eng-  
lish Undergrad Advisor to the Mass. Daily Collegian Publishing Board PROVENCHER  
P.G. West Springfield BDIC Student Senate Transit Service—Treasurer Juvenile  
Opportunities Extension Treasurer Vietnam Veterans Against the War PRZELOMSKI  
B.S. Webster Accounting Accounting Club Intramurals PUMA A.M. Arlington Human  
Development PUPO M.A. Amherst Economics PUTES P.R. Worcester Political Sci-  
ence PYATT G.D. Somers Home Economics Education American Home Economics  
Association PYENSON A.L. Otis Animal Science President of Hills North President  
Baker House Pres. Central Area Council Dorm Counselor SDCPC Task Force Hills So-  
cial Chairman PYLES D.M. Holyoke Urban Education QUERZE D.F. Somerville In-  
dustrial Engineer Judo Team QUINLAN T.E. Easthampton Management QUINN M.D.  
Sunderland Electrical Engineering Tau Beta Pi Eta Kappa Nu—Corresponding Secre-  
tary IEEE—Secretary Dorm Vice President Intramurals RACINE D.S. New Bedford  
French Varsity Bowling Team French Club Undergrad Rep to Program Committee  
RAFAEL R.T. Worcester Accounting Intramurals RAFTERY L.A. Natick Nursing  
Scripps Chairman of Investment Committee for School of Nursing Graduation RAGO  
K.L. Pittsburgh Pa. Forestry A Sigma Phi Cross Country Track RAHER T.J. Leo-  
munster Management RAND L. Amherst Fashion Marketing RAPALLO C.A. Medford  
Communication Disorders RAPP A.P. Amherst History Dorm Counselor RASMUSSEN  
T.R. Burlington Management Business Club Intramurals RAWITZ J.G. Framingham  
Accounting Chabbourne House President and Athletic Chairman RECORDS P.S. Bed-  
ford Nursing REDDICK G.B. Norwood Management Business Club Chairman of Used  
Book Sale Chairman of Luncheon Committee Intramurals REESE J.D. Sclafate Civil  
Engineering President of American Society of Civil Engineers American Concrete Insti-  
tute Mass Transit REILLY J.M. Reading Human Development Bolwood Belcher  
town Volunteer NES tutoring REITER C.E. Springfield Psychology



Diane L. Poth



Pamela M. Potter



Kevin R. Power



William J. Powers



Bruce E. Pratt



Patricia M. Proglucki



Bruce A. Pronovost



Cynthia A. Prentice



John E. Provencher



Thomas E. Prior



Robert B. Proctor



Susan E. Proko



Kenneth S. Prostak



Sharman E. Prouly



Paul G. Provencher



Bernard S. Przelomski



Andrea M. Puma



Michael A. Pupo



Paul R. Putes



Gale D. Pyatt



Andrew L. Pyenson



Delphine M. Pyles



Dino F. Querze



James E. Quinlan



Michael D. Quinn



Dennis S. Racine



Richard T. Rafalt



Linda A. Raftery



Kenneth L. Rago



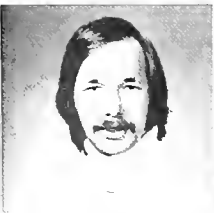
Thomas J. Raher



Joyce Rand



Carol A. Rapallo



Andrew P. Rapp



Thomas R. Rasmussen



Jack G. Rawitz



Paula S. Records



Gordon B. Reddick



Jules D. Reese



Joan Reilly



Charles E. Reiter





Joanne M. Resteghini



Larry O. Reynolds



Jerry E. Rideout



Christine F. Ricciardone



Peter J. Rice



Clare E. Rich



Sharyn M. Richards



William A. Richardson



Robert J. Rhodes



Linda Z. Rideout



Elizabeth F. Riley



Neal Riley



David S. Ritchkoff



Natalie J. Rizzotto



John T. Robichaud

RESTEGHINI, J.M. Winchester. Communication Studies, Kappa Alpha Theta. Arcon Scroll's Honor Society, Secretary for Students for Sacco Organization, Collegian reporter, WMUA news writer, Ski Club. REYNOLDS, L.O. Portville, N.Y. Physical Education. Wrestling Team. RIDEOUT, J.E. Amherst. History, Phi Eta Sigma. RICCIARDONE, C.F. Malden, Speech, Morlboard, SWAP, Belchertown Volunteers. RICE, P.J. Ashland, Accounting, Phi Mu Delta (treasurer). RICH, C.E. Wakefield. Psychology. RICHARDS, S.M. Lowell. Journalism — English. Lambda Delta Phi — (steward), Index — managing editor, Hillel. Collegian. RICHARDSON, W.A. Barnardston. Civil Engineering. ASCE. RHODES, R.J. Pittsfield. Philosophy, Phi Sigma Delta. Undergrad. Philosophy Club. WEMPIRG, Greek Council Rep., Intramurals. RIDEOUT, L.Z. Amherst. Sociology. RILEY, E.F. Oakham, Physical Education, J.V. Field Hockey, Volleyball, Women Athletic Council. 72-73. RILEY, N. Auburn, Hotel Restaurant and Travel Administration. RITCHKOFF, D.S. Fitchburg. English Honors, Honors Programs, Commonwealth Scholar, Phi Eta Sigma, Phi Kappa Phi, Phi Beta Kappa. RIZZOTTO, N.J. Hingham. Elementary Education. ROBICHAUD, J.T. Waltham, Economics, Debate Union — Vice President, Phi Eta Sigma. Economics Undergrad. Liaison Committee. Folk Dancing. ROBINSON, J.E. Abington. English. Naiads. ROBINSON, T. North Andover. Psychology. Chess Club, Intramurals. ROBITAILLE, D.E. New Bedford, English. ROCCO, M.C. Wakefield, Elementary Education. CUDDY, B.C. Garden City, N.Y. Accounting, Accounting Assoc. — president, Sigma Alpha Epsilon — President, Greek Council. ESTELLE, R. Port Jefferson, N.Y. Physical Education, Collegian. Editorial Columnist and Sports Staff, Index Sports Editor, WUMU-TV, Intramurals. RODERICK, C.A. New Bedford, Urban Elementary Education. ROGERS, K.I. R.I. Northampton. Civil Engineering, American Society of Civil Engineering — Student Chapter. ROGERS, J.L. Amherst, Sociology. ROGERS, E.J. Westport. Mass. Communications, Co-editor of Drum, Founder of John Adams Black Caucus, Exchange Student, CCEBS Dorm Counselor. ROGERS, S.D. Salisbury. Hotel, Restaurant and Travel Administration. ROBERGE, D. Amherst, Sociology. ROHNERT, B.S. South Hadley. Music, Symphony Band, Symphony Orchestra. Collegium Musicum. ROLLINS, JR. H.S. Brockton, Electrical Engineering. I.E.E.E. ROMAN, J.A. Palmer, Forestry. ROMANUS, M.E. Middleton, R.I. Physical Education, Cheerleader (captain), Ch. Omega (treasurer), Univ. Concert Dance Group, Rhythmic Gymnastics Performance Group, Intramurals, Southwest Patriots. BONICA, M.J. South Hadley, Fashion Marketing. ROOT, S.H. Chicopee. Zoology. ROSE, D.H. New Bedford, Psychology. Intramural Basketball. ROSENFELD, Y.Z. Amherst, Electrical Engineering, Treasurer and President of Israel Students Organization. ROSCIO, J.M. Wakefield, Fashion Merchandising, Textiles, Clothing and Environmental Arts Liaison Committee. ROSS, J.M., Hanover, Psychology. Iota Gamma Upsilon, Alumni Chairman. ROSS, P.S. Timonium, Md., Marketing. Deans List. Intramurals. ROSS, S.K. Amherst, English. ROSSEN, B.L. Milton. Nursing, Sigma Theta Tau.



Janet E. Robinson



Tom Robinson



Denise E. Robitaille



Marie C. Rocco



Brian C. Cuddy



Robert Estelle



Charlene A. Roderick



Robert J. Rogaleski



Jane L. Rogers



Edward J. Rogers



Stanley D. Rogers



Denise Roberge



Barbara S. Rohnert



Herbert S. Rollins, Jr.



James A. Roman



Marie E. Romanus



Marcia J. Bonica



Stephen H. Root



David H. Rose



Yechiel Z. Rosenfeld



Joanne M. Roscio



Jerilyn M. Ross



Peter S. Ross



Scott K. Ross



Barbara L. Rossen



Stephen H. Root



David H. Rose



Yechiel Z. Rosenfeld



Joanne M. Roscio



Jerilyn M. Ross



Peter S. Ross



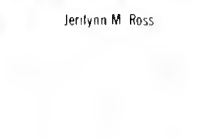
Scott K. Ross



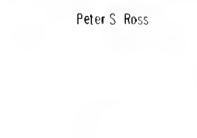
Barbara L. Rossen



Stephen H. Root



David H. Rose



Yechiel Z. Rosenfeld



Joanne M. Roscio



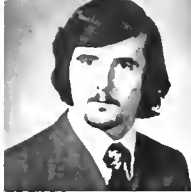
Jerilyn M. Ross



Thomas J. Rossetti



Michael D. Roth



Michael A. Rowland



Stephen H. Rowland



Peter E. Royal



Richard C. Rubin



Robert J. Ruggiero



Jonathan D. Russel



Roseann M. Russel



Patricia A. Rosselli



John C. Russell



Elaine L. Rossi



James Russo



David J. Rutter



Frank A. Rozenas



Kathleen Ryan



Margaret M. Ryan



Nona M. Ryan



Marilyn L. Ryngiewicz



Deborah A. Rayn



Anne M. Ryan



Susan L. Randall



Richard C. Clair



Marcia P. Roszkiewicz



H. Dennis P. Ryan, III

ROSSETTI, T.J. Medford, English, Dorm Government, Intramurals, ROTC, M.D., Andover, Political Science, Pres. Patterson House, Student senate — Mackimmie House, Hillel, Pi Sigma Alpha, Campaign Coordinator of Students for Sacco for Attorney General. ROWLAND, M.A. Peabody, Business. ROWLAND, S.H. Wrentham, System Management Honors Program, Intramurals. ROYAL, P.E. Clifton, N.J. Psychology. RUBIN, R.C. Cromwell, Conn. Psychology, Phi Eta Sigma, Representative Student Government. RUGGIERO, R.J. Platteville, N.Y. Public Health, Marching Band, Concert Band, Pep Band. RUSSEL, J.D. Montague, Hotel and Restaurant Administration. RUSSEL, R.M. Shrewsbury, French, Intramurals, Dorm Governments. ROSSELLI, P.A. South Barre, Human Development. RUSSETT, J.C. Amherst, Animal Science, Intramurals, Pre-Vet Club, Animal Club, Duting Club, Ski Club. ROSSI, E.L. Westford, Sociology, Precisionettes Drill Team. RUSSO, J. Pittsfield, Sociology, Intramurals. RUTTER, D.J. Foxboro, Physical Education, Ski Team '72-'74, Co-captain '73 and '74. RZENAS, F.A. Raynham, Management. RYAN, K. Amherst, Physical Education, Kappa Alpha Theta, Athletic Chairman and Secretary, Intramurals. RYAN, M.M. Springfield, Elementary Education. RYAN, N.M. Florence, Physical Education. RYNGIEWICZ, M.L. South Barre, Medical Technology, Ski Club, Univ. Concert Band, Science Club Supervisor. RYAN, D.A. East Pembroke, Math, N.E.S. Tutoring, Intramural Volleyball, Concert Dance Group, Colloquium Instructor. ROMANO, A.M. Salem, Elementary Education. RANDALL, S.L. Lynn, Human Development. CLAIR, R.C. Worcester, Political Science, Alpha Phi Omega (treasurer), Dorm — Secretary, Counselor, Fine Arts Council — Housemanager, Crew (captain), Intramurals. ROSZKIEWICZ, M.P. New Bedford, Math, Dorm Counselor. RYAN, III, H.D.P. Sunderland, Environmental Design. SABIN, B.J. LEE, Psychology. SACK, S.L. Pittsfield, Physical Education. SAFER, J.P. Worcester, Zoology, Belchertown Volunteers, Phi Eta Sigma, Phi Kappa Phi, Intramurals. SABBAGH, M. Andover, English. SAIDEL, A.L. Randolph, Psychology. MES, IPC Tutorial Program, Dorm Counselor. SAINATO, III, J.C. Bedford, Physical Education, Phi Sigma Delta (vice president), Student Senate Budget Committee, Intramurals. SALDKY, E.A. Wharton, N.J., Computer Systems Engineering, Kappa Kappa Psi Nationals, Epsilon Nu Chapter Band. SAMMUT, A.P. Pittsfield, Accounting. SAMPSON, G. Three Rivers, Human Development, Equestrian Club, Dorm Counselor, Intercollegiate Horse Shows. SANDERS, D. Chelmsford, Fashion Merchandising, Kappa Kappa Gamma (corresponding secretary 1973), AHEA. SANGSTER, W.A. Amherst, Physical Education, Varsity Track, Student Athletic Trainer. SAND, M.C. Stoughton, Psychology. SARNO, S.E. West Roxbury, Communication Studies, Iota Gamma Upsilon (pledge trainer), Greek Council, Intramural Basketball. SAVAGE, R.A. Melrose, BDIC Honors, Intramurals. SAVDIE, R.B. Belchertown, Narest, Ski Club, Parachute Club.



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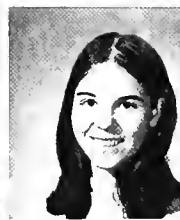
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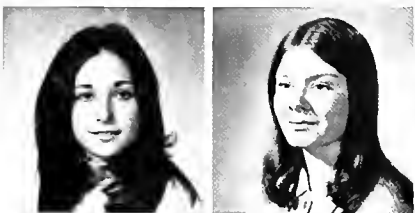
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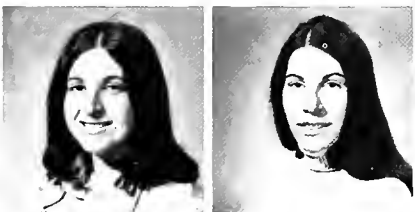
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Orianna Sordoni      Elaine M. Soucy      Philip A. Sousa      Robert S. Souza      Mariellen Souza      Louis P. Sparanges      Jean D. Spargo      Jeffrey T. Spear

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Majory A. Spears      Cheryl R. Sreiberg      David A. Spieler      Katherine C. Spiers      Stephanie L. Spence



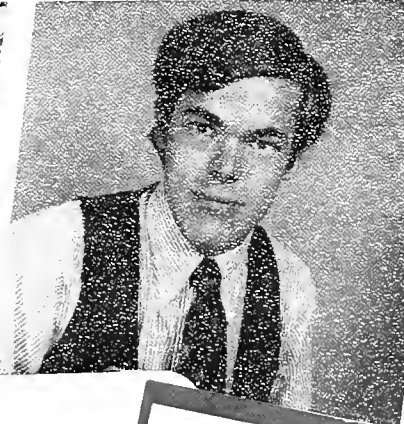
Speros Frangules      Kenneth N. Spiegelman      Brenda G. Spratt      Brian G. Spratt      Cynthia A. Springstube



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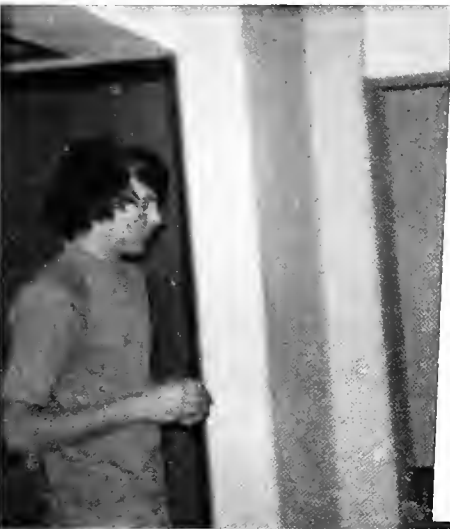
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Mary E. Warren



Denise A. Washington



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Jed D. Watson



Mark P. Watson



Stefan Wawzyniecki

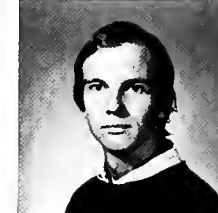
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Susan J. Waterman



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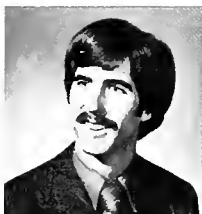
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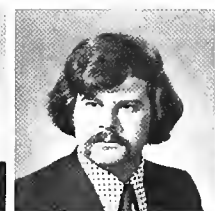
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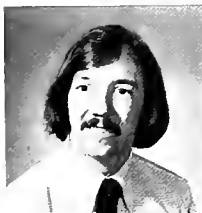
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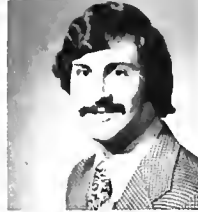
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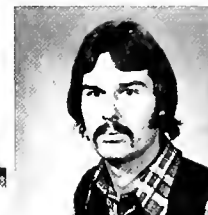
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Deborah L. Young



Marcia E. Young



Yook Ling Chu



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Marsha A. Young



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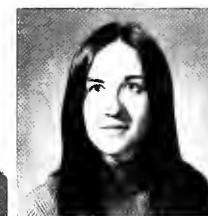
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Nikki Zangles



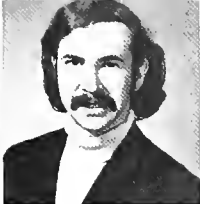
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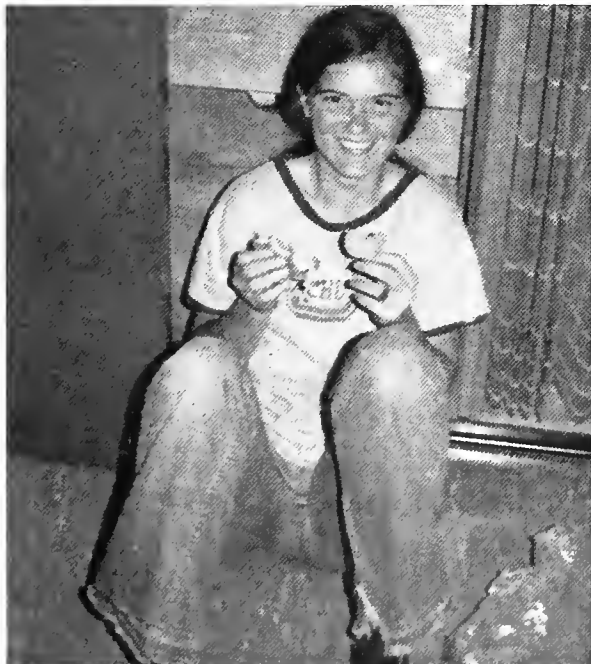
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Martin Kelley



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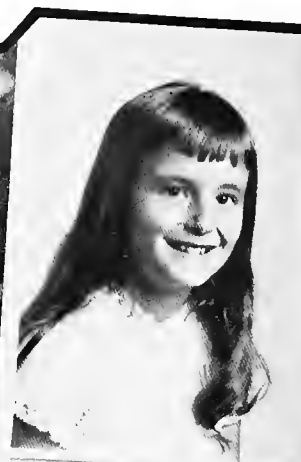


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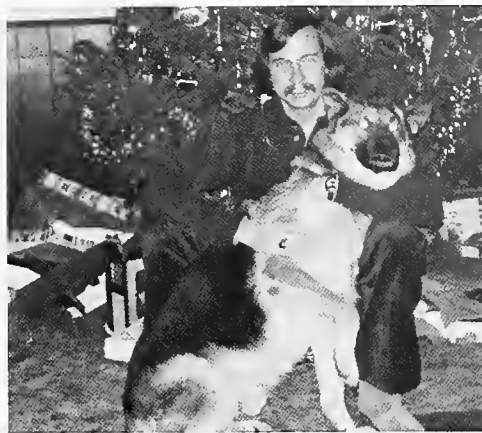


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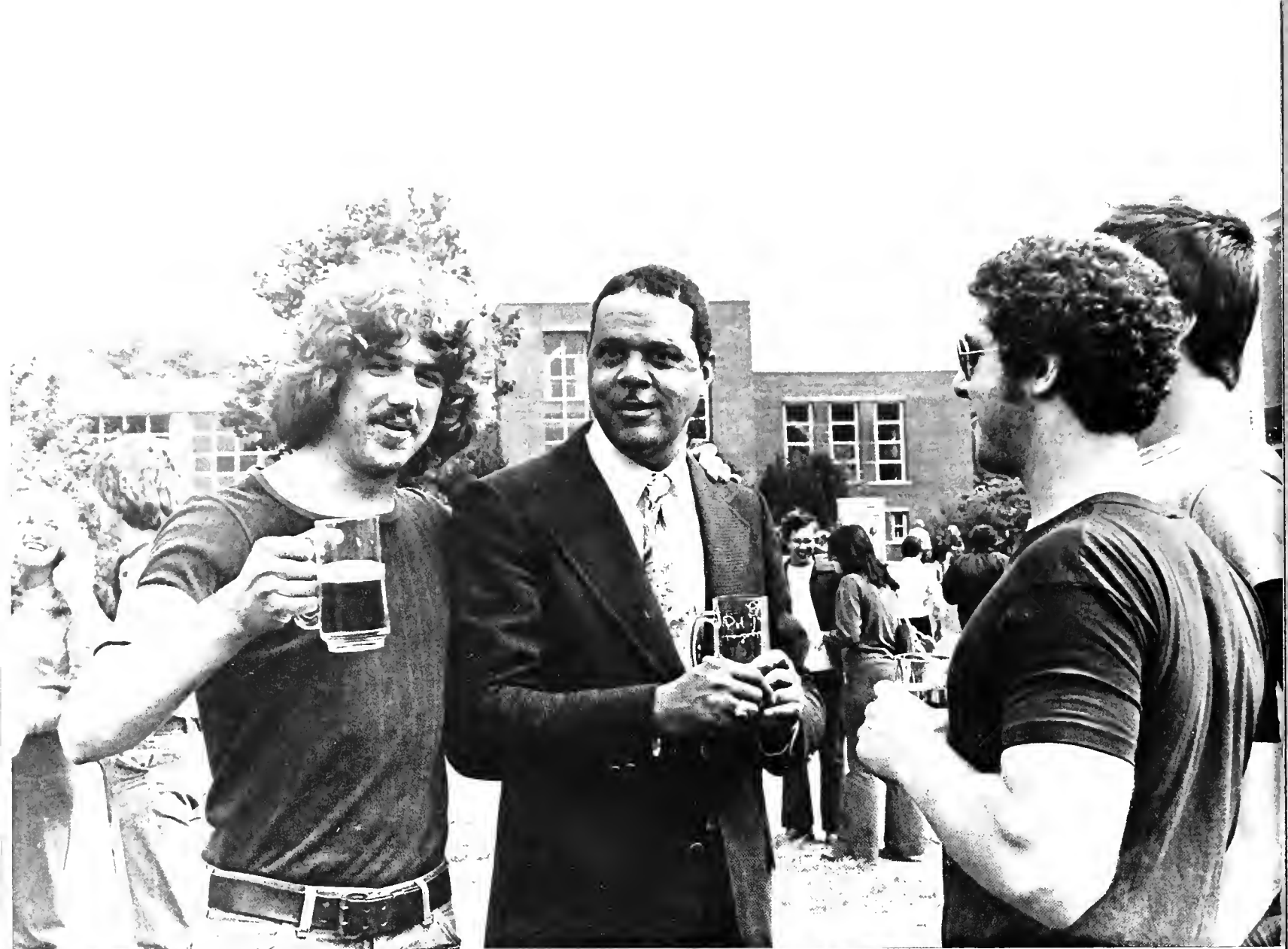
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"Let me acknowledge at the very outset that you're absolutely right to blame Washington for this weather."



"Confidence is a fragile structure, easily damaged, but not easily restored. The crisis we face then is a crisis affecting the question whether or not we are going to be able in time to bring about restoration of confidence that will be strong enough on which to continue to rest the trust upon which free representative self-government depends."

— Elliot L. Richardson





"You are graduating at a critical time of deep social malaise and a growing public cynicism and institutional failure at all levels. This country desperately needs your individual and combined talents and a renewal of concern and confidence for the defense and advancement of a truly democratic society."

— Chancellor Randolph W. Bromery

"Turning our backs on the prospects for applying our collective wisdom to the solution of our common problems is not a viable alternative. Withdrawing to ourselves, to a narrow sense of self and career, is to guarantee both personal emptiness and collective failure."

— President Robert Wood



"The morality of our society is in the end our own."

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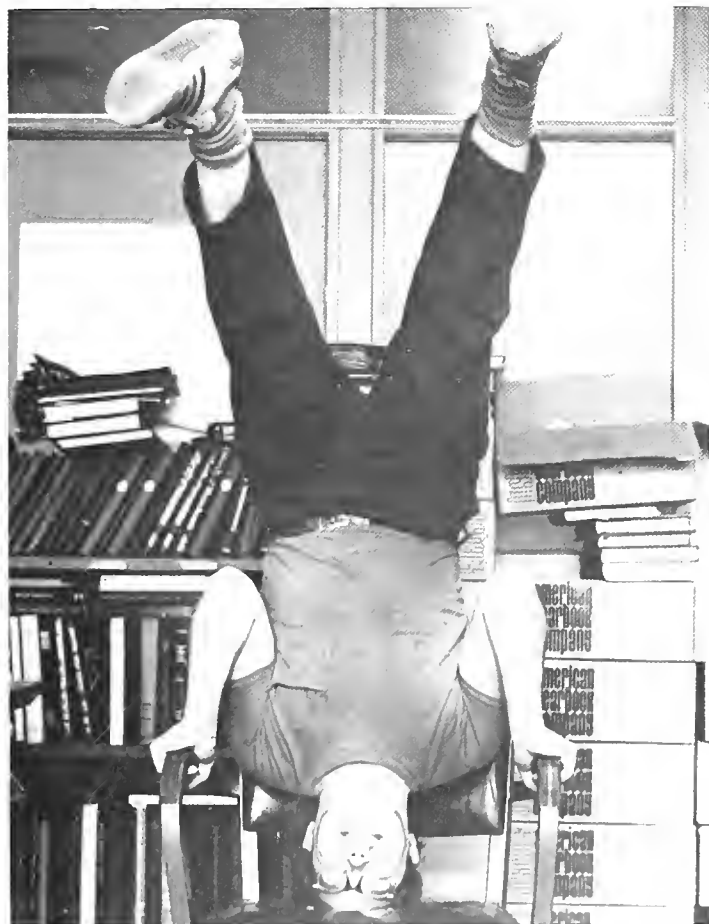


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